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# Minocqua J1 School District Safe Routes to School Plan



August 2019

Prepared by: North Central Wisconsin Regional Planning Commission

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## ACKNOWLEDGEMENTS

The Minocqua J1 Safe Routes to School Plan was developed with the following residents and staff. Special thanks are extended to the following:

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Cover photos: NCWRPC

August 2019

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- A - Student Tally & Parent Survey Forms
- B - Student Tally & Parent Survey Results
- C - Adoption Documentation
- D - Bicycle Parking Guidelines

# PREFACE

## NCWRPC

The North Central Wisconsin Regional Planning Commission (NCWRPC) is a voluntary association of governments created in 1973 under Wisconsin State Statute 66.945, now 66.0309. NCWRPC provides assistance throughout the region in the areas of economic development, geographic information systems (GIS), intergovernmental cooperation, land use, and transportation. Staff regularly provides professional planning services to communities, for projects of both local and regional significance.

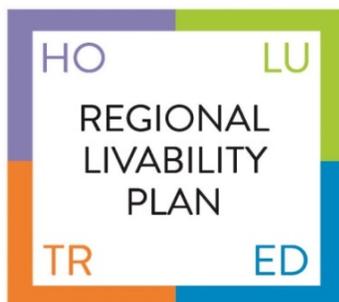
Under Wisconsin law ss. 66.0309(9), “The regional planning commission shall have the function and duty of making and adopting a master plan for the physical development of the region”. The statute was later revised to add that the master plan must incorporate the elements described in ss. 66.1001 – the state’s comprehensive planning law. To comply with that requirement, the NCWRPC adopted the "Regional Livability Plan" in 2015

## THE REGION

The region consists of a ten county area stretching one hundred and eighty-five miles in a north-south direction, extending from Forest and Vilas Counties in the north to Adams and Juneau Counties in the south. The Region roughly follows the upper Wisconsin River Valley and covers 9,328 square miles, or about 17 percent of the state’s total land mass.

The ten counties are: Adams, Juneau, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Wood, and Vilas. The region includes 268 local units of government: 198 towns, 39 villages, 21 cities, and ten counties.

## REGIONAL LIVABILITY PLAN



The Regional Livability Plan identifies ways to address the region’s opportunities and weaknesses to become more livable for all residents. The plan addresses four specific areas: Housing, Economic Development, Transportation, and Land Use. The RLP introduces goals, objectives, and recommendations that can help the region use the money we have more effectively and efficiently by investing in solutions that solve multiple problems. Mainly, livable and sustainable developments are less expensive to build, require fewer

municipal services, result in higher property values, and generate a range of long-term social and environmental benefits.

Working as a region, all communities can be made more livable. When residents are able to live near their place of employment, travel costs, transportation maintenance,

pollution, and congestion are reduced. Efficient use of land and support for walking, biking, and access to transit reduces energy consumption saving money for individuals, communities, and the region. The successful implementation of the RLP will save tax dollars, create more housing options, provide more transportation choices, increase economic development, accommodate an aging population, retain and attract a knowledgeable workforce, improve community health, protect the region's rural character, and enhance the region's scenic beauty.

The process to develop the plan included the creation of long term goals for the region in addition to more specific objectives and recommendations that economic development organizations, businesses, community organizations, and county and local governments can adopt to make a more livable region a reality.

## **THE NORTH CENTRAL REGIONAL SAFE ROUTES TO SCHOOL PROGRAM**

As part of its on-going commitment to implementation of the Regional Livability Plan, the North Central Wisconsin Regional Planning Commission (NCWRPC) has undertaken a regional Safe Routes To School (SRTS) program. Implementing safe routes to school advances livability principles by making it safer and more enjoyable for people to walk and bike within their communities. The program allows the NCWRPC to assist eleven school districts comprised of a total of 25 school sites, see Map 1, with the development of SRTS plans. This District Safe Routes to School Plan document and the associated school SRTS Action Plans are an outcome of the regional SRTS program.

To fund the program, the NCWRPC applied for and received a Transportation Alternatives Program (TAP) grant from the Wisconsin Department of Transportation. Additional funding to support the grant was provided by the NCWRPC. The regional SRTS Program will provide resources and ongoing support for public and private schools, as well as communities, within the North Central Region. This regional effort will effectively leverage local funds with state funds to greatly increase safe routes programming in the region and state.





# CHAPTER 1: INTRODUCTION

## PURPOSE AND OVERVIEW

The purpose of the Safe Routes to School (SRTS) program is to provide safe pedestrian and bicycle facilities that encourage healthier lifestyles. Programs can be established to educate students, parents, and the community on the benefits of walking and bicycling to school and provide tips to do so safely. Major SRTS goals are:

1. To enable and encourage children, including those with disabilities, to walk and bike to school.
2. To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.
3. To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

SRTS planning efforts assess the facilities and conditions near school, examine how students are currently traveling to/from school, and identify safety concerns/issues raised by parents and the community. Infrastructure and non-infrastructure recommendations are then created and implemented, sometimes with grant funding assistance, by the SRTS Task Force and other community members. SRTS plans focus on projects within two miles of an elementary or middle school (Kindergarten-8<sup>th</sup> grade) and address the five E's which are:

- Engineering
- Education
- Encouragement
- Enforcement
- Evaluation

### SAFE ROUTES TO SCHOOL (SRTS) PROGRAM:

#### PROBLEMS:

- Pedestrian crashes
- Rising childhood obesity

#### SOLUTIONS:

- Use planning process and 5 E's to:
- Create safe routes to school; and
- Get students walking and biking to school again

## WHAT IS SAFE ROUTES TO SCHOOL?

Safe Routes to School is a nationwide effort to increase the safety and health of children walking or bicycling to and from school. Nationally, walking and bicycling to school is viewed as a realistic way for children to achieve higher levels of daily physical activity and for communities to reduce the number and speed of vehicles in school zones.

### Health and Obesity

- Over the past 40 years, rates of obesity have soared among children of all ages in the United States, and approximately 25 million children and adolescents—more than 33%—are now overweight or obese or at risk of becoming so.
- Kids are less active today, and 23% of children get no free time physical activity at all.
- The prevalence of obesity is so great that today's generation of children may be the first in over 200 years to live less healthy and have a shorter lifespan than their parents.
- Today, approximately one-quarter of health care costs in the United States are attributable to obesity, and health care costs just for childhood obesity are estimated at approximately \$14 billion per year.
- People living in auto-oriented suburbs drive more, walk less, and are more obese than people living in walkable communities. For each hour of driving per day, obesity increases 6 percent, but walking for transportation reduces the risk of obesity.



### Physical Activity and Academic Performance

- Physical activity and fitness boost learning and memory in children; fitness-associated performance benefits are largest for those situations in which initial learning is the most challenging.
- Sixth- and ninth-grade students with high fitness scored significantly better on math and social studies tests compared with less fit students, even after controlling for socioeconomic status. Muscular strength and muscular endurance were significantly associated with academic achievement in all grades.
- Lower performing students appear to derive particular benefit from physical activity. In addition, short bicycling exercise periods resulted in enhanced neuronal activity and increased cognitive performance for teenagers with intellectual and developmental disabilities.

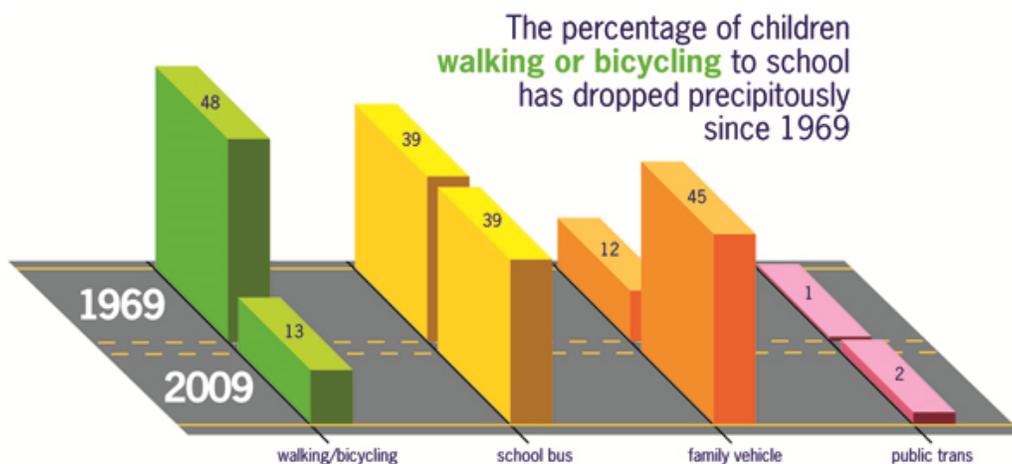
- When children get physical activity before class, they are more on task and fidget less. This is true for both girls and boys, and has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders.

### Safety

- People walking are more than twice as likely to be struck by a vehicle in locations without sidewalks.
- In 2009, approximately 23,000 children ages 5-15 were injured and more than 250 were killed while walking or bicycling in the United States.

### Traffic Congestion

- Neighborhoods are becoming increasingly clogged by traffic. By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion.
- Within the span of one generation, the percentage of children walking or bicycling to school has dropped precipitously, from approximately 50% in 1969 to just 13% in 2009.
- While distance to school is the most commonly reported barrier to walking and bicycling, private vehicles still account for half of school trips between 1/4 and 1/2 mile—a distance easily covered on foot or bike.



## SAFE ROUTES TO SCHOOL PLANNING PROCESS

This Safe Routes to School Plan was prepared by the North Central Wisconsin Regional Planning Commission (NCWRPC) as part of its Regional Safe Routes to School Program. This program was made possible by a Transportation Alternatives Program (TAP) grant from the Wisconsin Department of Transportation. The School District was one of 11 to partner with the NCWRPC for the application submitted in January of 2016. Funding for the award was made available in the fall of 2018, and the NCWRPC coordinated with district officials to conduct student travel tallies and parent surveys and to organize a safe routes to school planning task force. Task force meetings were held over in spring of 2019.

The planning process followed the recommended "5-E" approach. The process was driven by an ad-hoc citizen advisory committee and public input. An inventory of existing facilities was analyzed, including crash statistics and roadway suitability in order to determine ways to improve safety and security for bicyclists and pedestrians.

### Goals and Objectives

1. Use planning process to create recommendations to establish safe routes to school
2. Use collaboration to help educate and encourage the schools, parents, and community members to encourage and implement use of safe routes and thereby increase the amount of students that choose biking and walking to school rather than parents driving students to school

## MINOCQUA J1 SCHOOL DISTRICT

The Minocqua J1 School District includes area in the northwestern section of Oneida County, Wisconsin. Map 2 shows that the district includes the Town of Hazelhurst, the vast majority of the Towns of Minocqua and Lake Tomahawk, and partial sections of the Towns of Newbold and Cassian.

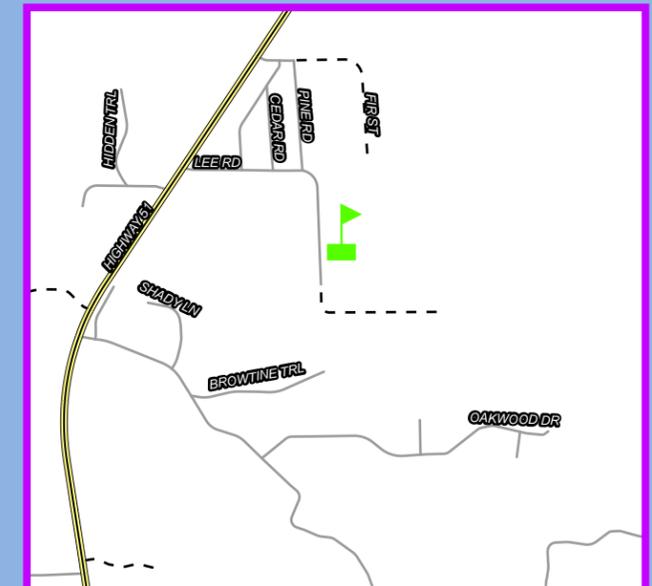
The Minocqua J1 District includes MHLT Elementary School, Creative Minds School, and Woodland School. The three schools are all housed in the same building in Minocqua, Wisconsin, which is the most populated municipality within the school district. All three schools are addressed in the Minocqua J1 Safe Routes to School Plan. However data has been collected and assembled together due to the fact that they are in one location. MHLT Elementary School had 537 students in 4-year kindergarten through 8<sup>th</sup> grade that were enrolled in 2018-2019. Creative Minds had 42 students enrolled for the 2018-2019 school year in grades 3-5. There were 29 total students in grades 6-8 enrolled for the 2018-2019 school year at Woodland.



# Map 2 School District Location

Minocqua J1 School District  
Safe Routes To School

-  Minocqua J1 Schools
-  Minocqua J1 School District Boundary
-  Minor Civil Division



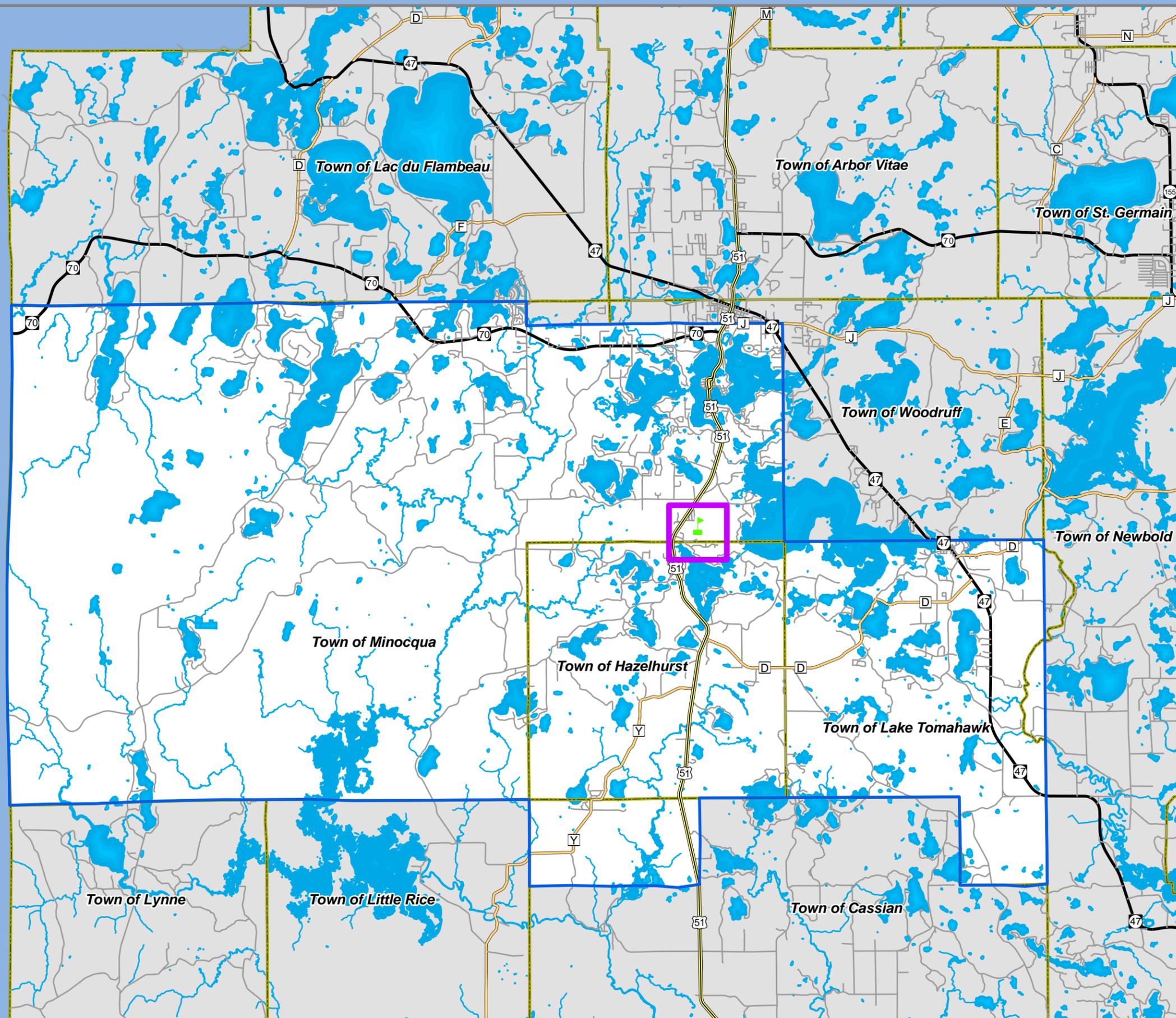
Source: WI DNR, NCWRPC, Oneida Co  
This map is neither a legally recorded map nor a survey and is not intended to be used as one. This drawing is a compilation of records, information and data used for reference purposes only. NCWRPC is not responsible for any inaccuracies herein contained.



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Rice County



Enrollment numbers have decreased significantly in the past several years and are summarized in Table 1. The largest decreases have been demonstrated in the high school category, but substantial decreases have been seen among kindergarten and elementary students as well. The kindergarten and elementary groups (grades 1-8) are the main focus of this SRTS Plan.

<b>Table 1: Minocqua J1 School District Enrollment</b>				
	<b>2011</b>	<b>2013</b>	<b>2015</b>	<b>2017</b>
Total 3 years and over enrolled	1,288	1,157	1020	894
Nursery School/Preschool	69	76	68	58
Kindergarten	57	67	42	41
Elementary School (Grades 1-8)	569	419	394	409
High School (Grades 9-12)	326	286	220	177

Source: American Community Survey

## COMMUNITY DEMOGRAPHICS

Table 2 displays population information for the minor civil divisions that are included in the Minocqua J1 School District. The school district as a whole experienced a slight decline in population. The Town Minocqua is the most populated municipality within the district (4,403) followed by the Town of Newbold (2,699). From 2010-2017 the divisions that experienced growth were the Towns of Lake Tomahawk (2.2%) and Minocqua (.4%). All other areas experienced population decline from 2010-2017, the decrease was most significant in the Town of Cassian (-4.2%), and the Town of Newbold (-.7%).

<b>Table 2: Population of Minor Civil Divisions within the Minocqua J1 School District</b>					
	<b>1990</b>	<b>2000</b>	<b>2010</b>	<b>2017</b>	<b>2010-2017 % change</b>
Town of Cassian	668	962	985	944	-4.2%
Town of Hazelhurst	927	1,267	1,273	1,269	-.3%
Town of Lake Tomahawk	851	1,160	1,043	1,066	2.2%
Town of Minocqua	3,486	4,859	4,385	4,403	.4%
Town of Newbold	2,281	2,710	2,719	2,699	-.7%
Minocqua J1 School District*			6,888	6,738	-2.2%

Source: US Census Data/American Community Survey Estimates

\*School District total does not equal MCD total as the geographical boundaries differ

Household numbers within the minor civil divisions can be seen in Table 3. In 2017 there were 2,869 total households in the Minocqua J1 School District, down from 3,602 in 2010 for a total decrease of 20.3%. The percentage district decrease in number of households was substantially greater than the percentage of general population decline from 2010-2017. Most households were located in the Town of Minocqua (1,920), followed by the Towns of Newbold (1,069), and Hazelhurst (517). The Town of Cassian had the fewest number of households (418). From 2010-2017 all municipalities

experienced a decrease in the number of households, with the greatest decrease in the Town of Newbold (-9.1%) and the least decline in the Town of Lake Tomahawk (-2.5%).

<b>Table 3: Households of Minor Civil Divisions within the Minocqua J1 School District</b>					
	<b>1990</b>	<b>2000</b>	<b>2010</b>	<b>2017</b>	<b>2010-2017 % change</b>
Town of Cassian	262	402	445	418	-6.1%
Town of Hazelhurst	361	528	537	517	-3.7%
Town of Lake Tomahawk	320	475	443	432	-2.5%
Town of Minocqua	1,507	2,189	2,079	1,920	-7.6%
Town of Newbold	870	1,114	1,176	1,069	-9.1%
Minocqua J1 School District*			3,602	2,869	-20.3%

Source: US Census Data/American Community Survey Estimates  
 \*School District total does not equal MCD total as the geographical boundaries differ

Even though the number of households has been steadily declining over the last several years, Table 4 shows that household size has in fact been increasing. From 2010 to 2017 the average household size had risen from 1.90 to 2.27 in the school district. The biggest increases in household size were seen in the Towns of Newbold (9.1%), Lake Tomahawk (6.2%) and Minocqua (6.2%). The Town of Cassian saw the least change in household size (2.3%).

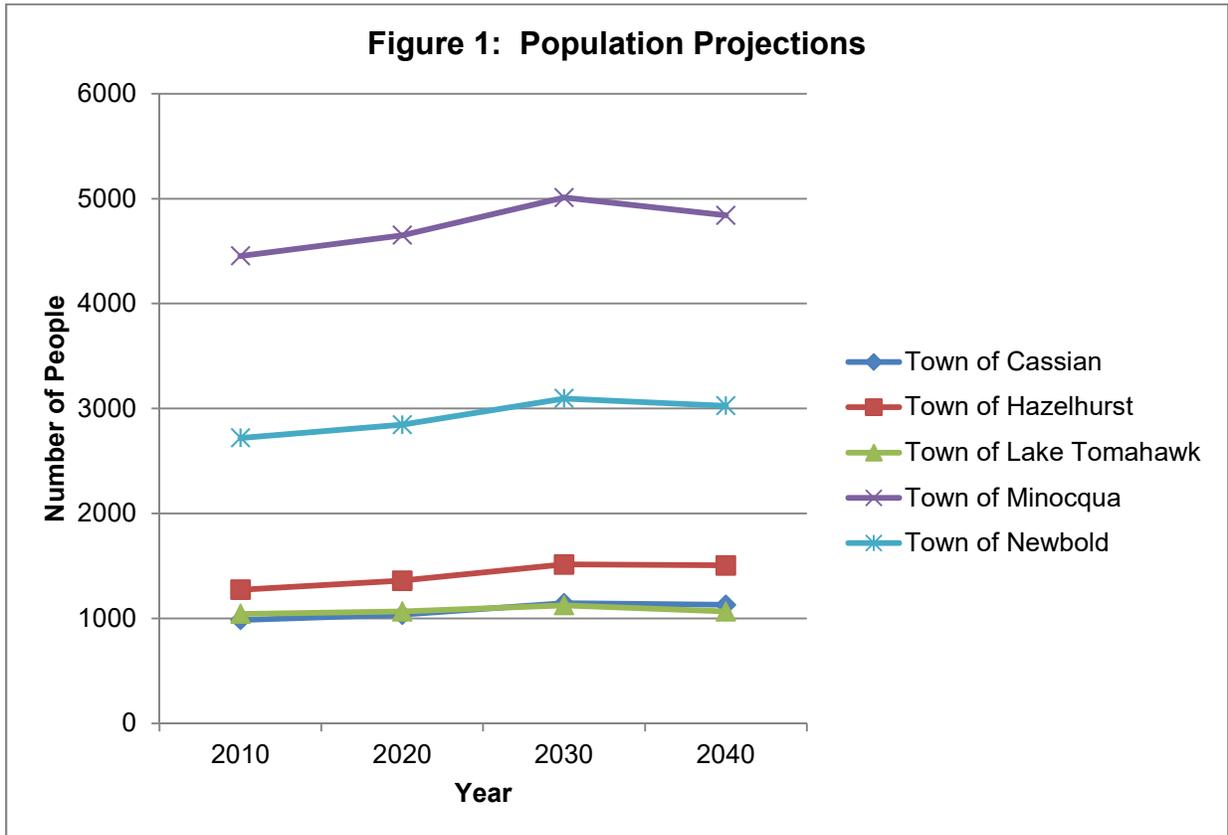
<b>Table 4: Average Household Size of Minor Civil Divisions within the Minocqua J1 School District</b>				
	<b>2000</b>	<b>2010</b>	<b>2017</b>	<b>2010-2017 % change</b>
Town of Cassian	2.39	2.21	2.26	2.3%
Town of Hazelhurst	2.40	2.37	2.45	3.4%
Town of Lake Tomahawk	2.18	2.09	2.22	6.2%
Town of Minocqua	2.22	2.11	2.24	6.2%
Town of Newbold	2.43	2.31	2.52	9.1%
Minocqua J1 School District		1.90	2.27	19.5%

Source: US Census Data/American Community Survey Estimate  
 \*School District total does not equal MCD total as the geographical boundaries

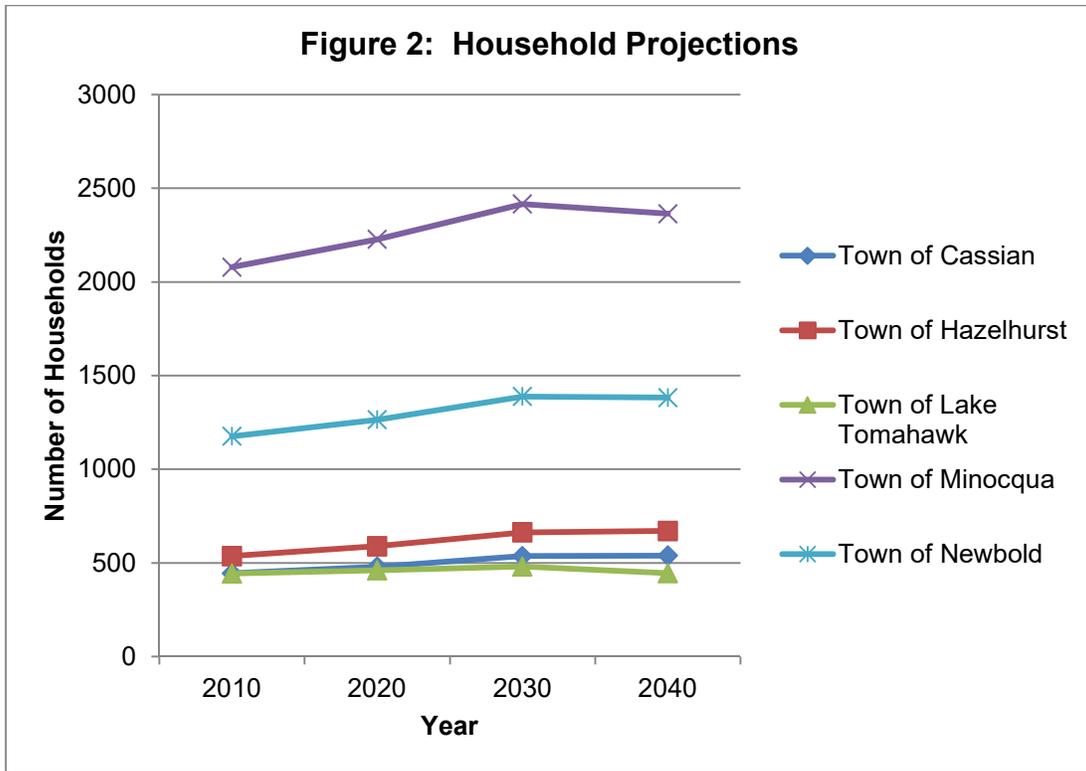
Figure 1 includes population estimates and projections taken from the Wisconsin DOA Demographic Services Center in 2013. The population projections begin for year 2015, but in many communities across North Central Wisconsin, the DOA population projections have been lower than expected. From 2010 to 2040 the Town of Minocqua is projected to increase by 387 persons or 8.7 percent. The Town of Hazelhurst is expected to experience the greatest growth at 18.2 percent. The Town of Lake Tomahawk is expected to have the lowest estimated growth rate at 2.1 percent.

In 2017, the NCES estimated that of the 2,869 households in the district 1,805 of these were family households and 419 of the family households had children under 18 that

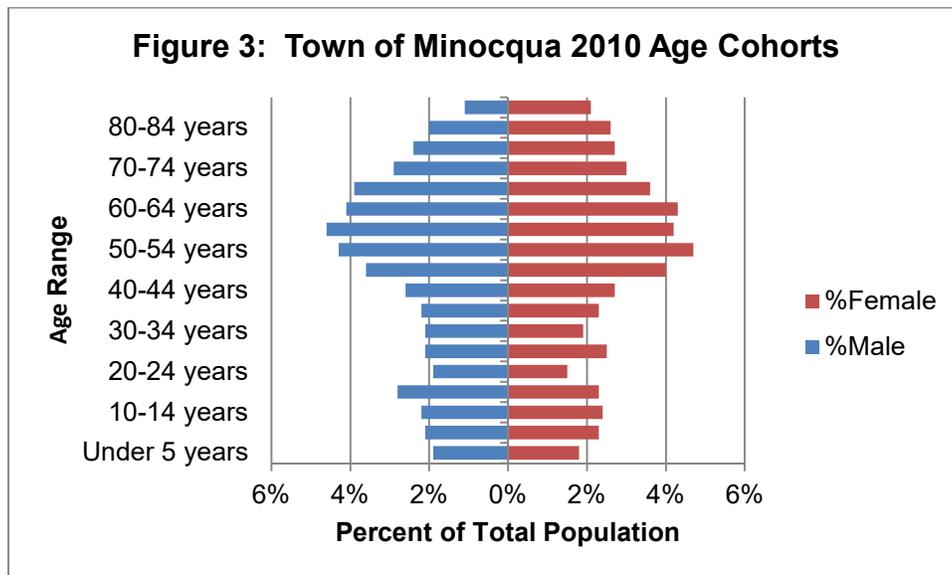
were their own children. Figure 2 shows that the number of households is expected to increase 13.7 percent for the Town of Minocqua from 2010-2040. The most significant increase is projected at 25.0 percent for the Town of Hazelhurst, and the smallest increase is expected for the Town of Lake Tomahawk, which is expected to remain nearly stable with a .5 percent increase in the number of households between 2010 and 2040.



Source: Wisconsin Department of Administration Population Projections 2013



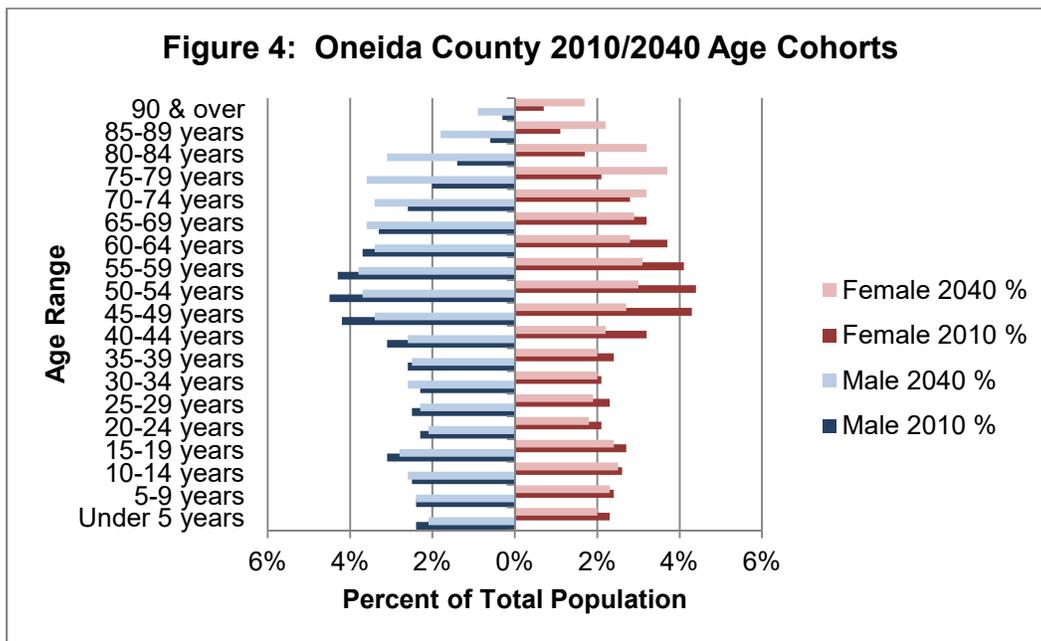
Source: Wisconsin Department of Administration Household Projections, 2013



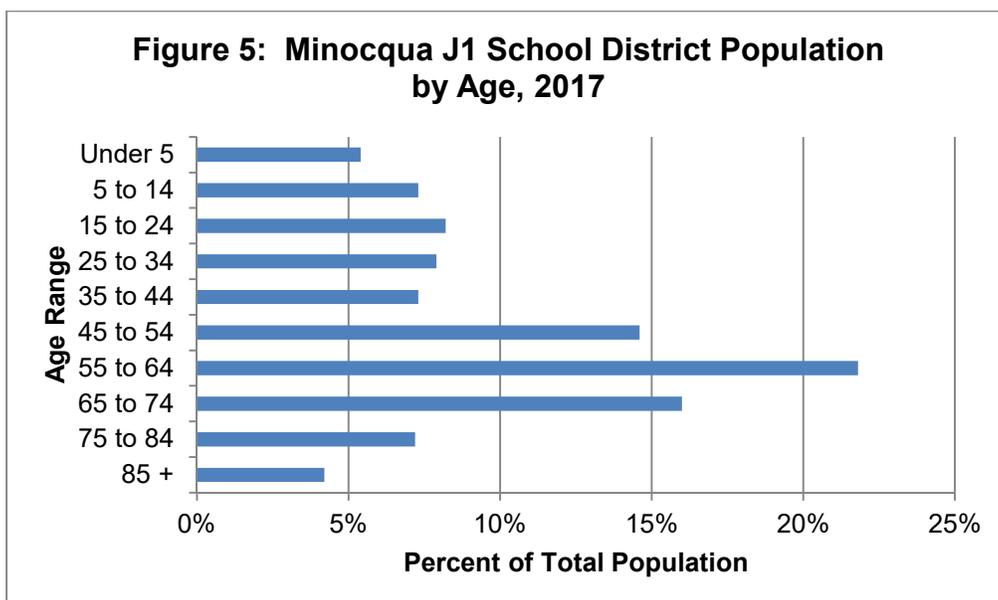
Source: 2010 US Census Data

Figure 3 shows an age population pyramid for the Town of Minocqua illustrating population distribution with respect to age cohorts. The population pyramid for the town is constricted, with a far greater number of people in the older age categories versus births and young children. The rural Wisconsin counties, including Oneida County, are aging much faster than the state and nation as a whole. The median age for the Town of Minocqua was 51.6 in 2010, which was 3.6 years higher than the county and 13.1

years higher than the state, at 48.0 and 38.5 respectively in 2010. The Town of Minocqua’s median age was 4.5 years higher than it was in 2000, which reflects the general aging population of Wisconsin. Figure 4 shows that same interrelation for Oneida County both presently and with 2040 population projections. The county population pyramid is also constrictive and is projected to become more so in upcoming decades. The number of older adults is far greater than the amount of new births and young children. The same distribution is seen in Figure 5, which depicts the population by age range among residents in the Minocqua J1 School District. The vast majority of people are seen in categories within the 45 to 74 age range, with significantly less representation in those under 45 years of age.



Source: 2010 Census, State of Wisconsin Demographic Services Center Projections



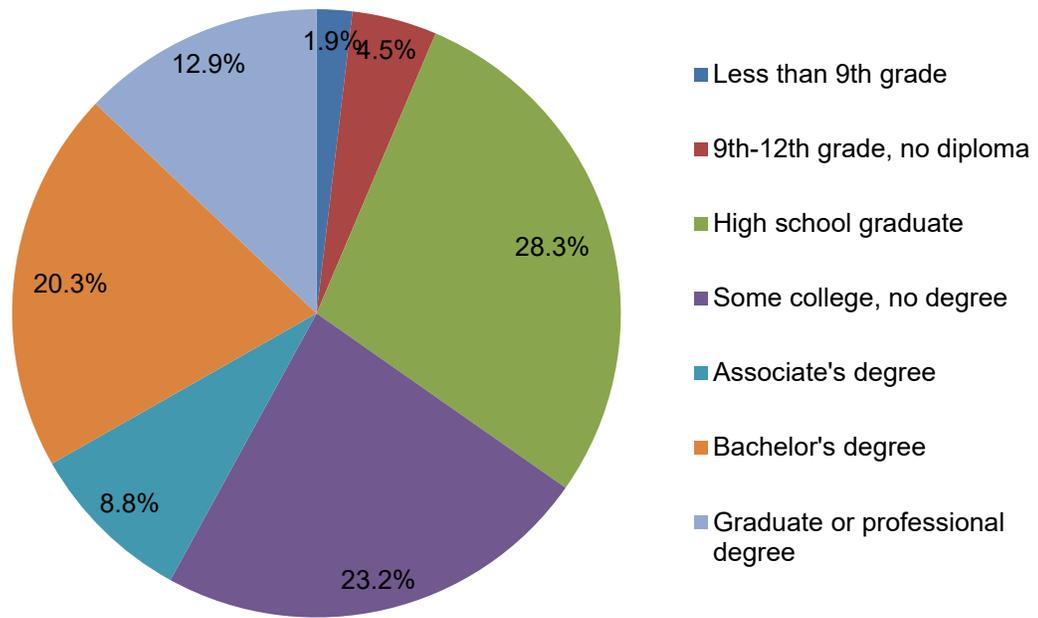
In 2010, there were a total of 4,835 housing units in the Town on Minocqua. The number of units that were owner occupied was 43 percent. The other 57 percent of the units were considered vacant housing units, however 91 percent of the vacant housing units were seasonally occupied units. Therefore, it is significant to note that the framework of this area including traffic volumes, demand for resources, and density changes dramatically during the summer months. This dynamic is also notable in the surrounding communities including the Towns of Hazelhurst and Lake Tomahawk. Although this high usage season does not correlate with the months when school is in session, there is still some overlap and the substantial amount of seasonal ownership creates circumstances unique to the area.

According to 2017 Census data, 92.9 percent of the Town of Minocqua residents had a high school education or higher, and 36.3 had a bachelor's degree or higher as shown on Table 5. The number of high school graduates and higher was down 2.1 percent from 2010, however the number of bachelor's degree and higher recipients had risen 4.5 percent since 2010. Within the Minocqua J1 School District, the NCES estimated that in 2017 among adults that were 25 and older there were 4,985 total high school graduates in the district and 1,774 total bachelor's degree recipients. Figure 6 shows the breakdown within the district, there were a total of 93.6 percent high school degree holders or higher and 33.3 percent bachelor's degree graduates or higher in 2017.

<b>Table 5: Educational Attainment in Minor Civil Divisions/School District (25 and over)</b>						
Educational Attainment	Town of Cassian	Town of Hazelhurst	Town of Lake Tomahawk	Town of Minocqua	Town of Newbold	Minocqua J1 School District
Less than 9 <sup>th</sup> Grade	.4%	2.2%	1.4%	2.0%	2.2%	1.9%
9 <sup>th</sup> to 12 <sup>th</sup> Grade, No Diploma	8.0%	3.5%	3.3%	5.1%	5.8%	4.5%
High School Graduate	34.3%	29.3%	35.1%	26.4%	32.5%	28.3%
Some College, No Degree	24.5%	22.8%	31.4%	21.3%	18.5%	23.2%
Associates Degree	9.2%	11.7%	5.0%	8.9%	12.3%	8.8%
Bachelor's Degree	15.8%	20.7%	15.4%	21.4%	17.8%	20.3%
Graduate or Professional Degree	7.9%	9.9%	8.4%	14.9%	10.8%	12.9%
Percent high school graduate or higher	91.6%	94.3%	95.3%	92.9%	91.9%	93.6%
Percent bachelor's degree or higher	23.7%	30.5%	23.8%	36.3%	28.6%	33.3%

Source: 2017 American Community Survey

**Figure 6: Minocqua J1 School District Educational Attainment (25 years and over)**



Source: American Community Survey 2013-2017



Front entrance of Minocqua J1 building

Source: NCWRPC

## CHAPTER 2: EXISTING CONDITIONS

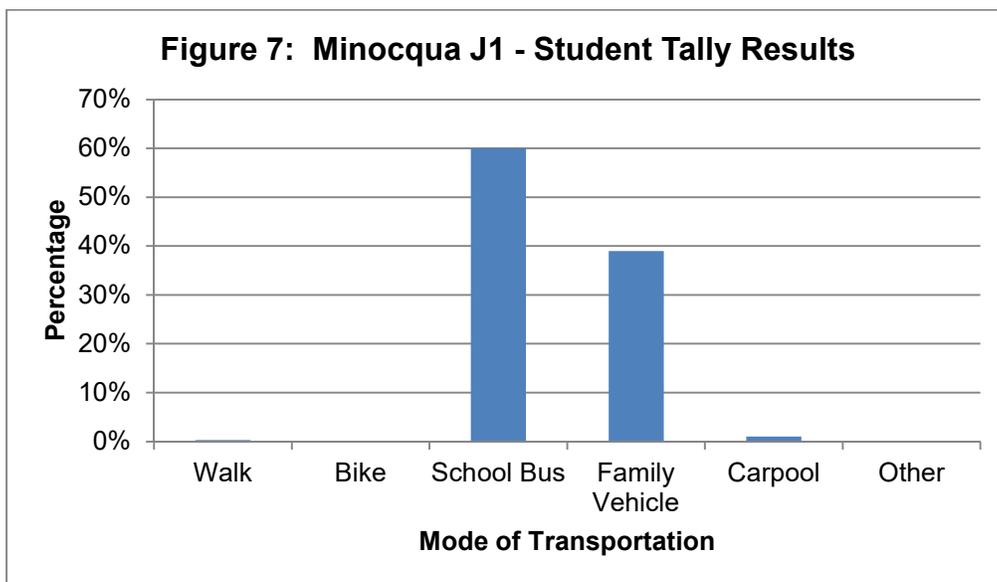
This chapter analyzes a range of background material and information used to help develop the recommended safe routes to school strategies, including: a review of the results of the student travel tallies and parent surveys conducted as part of this SRTS Plan; discussion of information gleaned from the planning meetings and site assessments; and background information on the planning area including policies and practices that are in place, as well as traffic and crash data.

### STUDENT TALLY OVERVIEW

In May of 2019 student tallies were administered by all homeroom teachers. The 3-day Students Arrival and Departure Tally Sheet from the National Safe Routes to School Center was used (See Appendix A). In the student tally, homeroom teachers documented how students got to and from school and had opportunity to note other relevant comments. Tallies and surveys were administered to establish base line data, provide recommendations and compare future progress.

#### Minocqua J1 School Student Tally

Students attending Minocqua J1 include students from MHLT Elementary, Creative Minds, and Woodland schools. These students are in 4-year kindergarten through 8<sup>th</sup> grade. MHLT Elementary, Creative Minds, and Woodland school student tallies were combined, as all schools are housed in one common location. Student tally results for Minocqua J1 schools can be seen in Figure 7. The majority of children from these schools take the school bus, followed by the family vehicle.

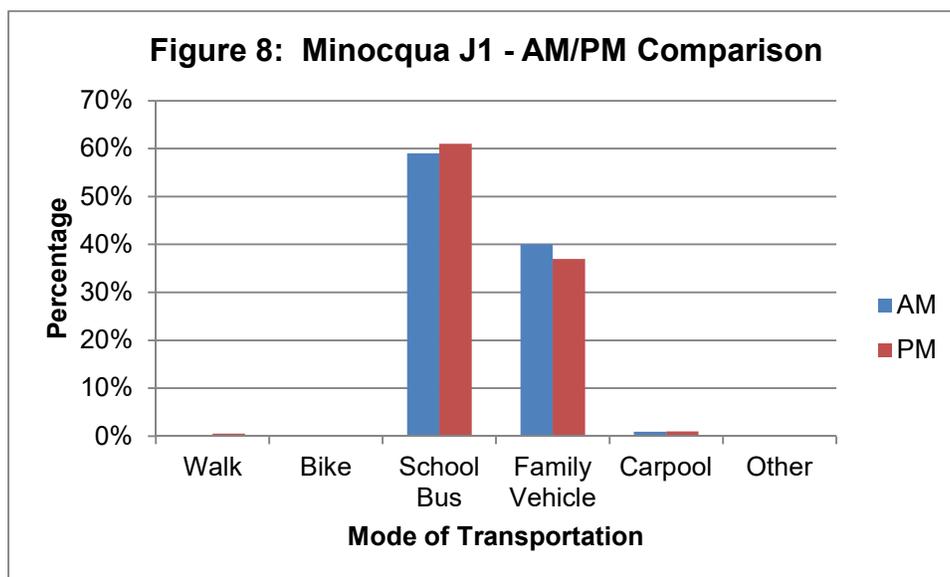


There are a small percentage of students that carpool, followed by an even smaller percentage that walk. The morning and afternoon numbers are very consistent with most students using the same mode of transportation to get to and from school.

➤ **Modes of Travel by Minocqua J1 School Students:**

1. School Bus (60%)
2. Family Vehicle (39%)
3. Carpool (1%)

<b>Table 6: Minocqua J1 School – Student Tally Results</b>			
<b>Mode</b>	<b>Average Percentage</b>	<b>Morning</b>	<b>Afternoon</b>
Walk	.3%	0%	.5%
Bike	0%	0%	0%
School Bus	60%	59%	61%
Family Vehicle	39%	40%	37%
Carpool	1%	.9%	1%
Transit	0%	0%	0%
Other	0%	0%	0%



## PARENT SURVEY OVERVIEW

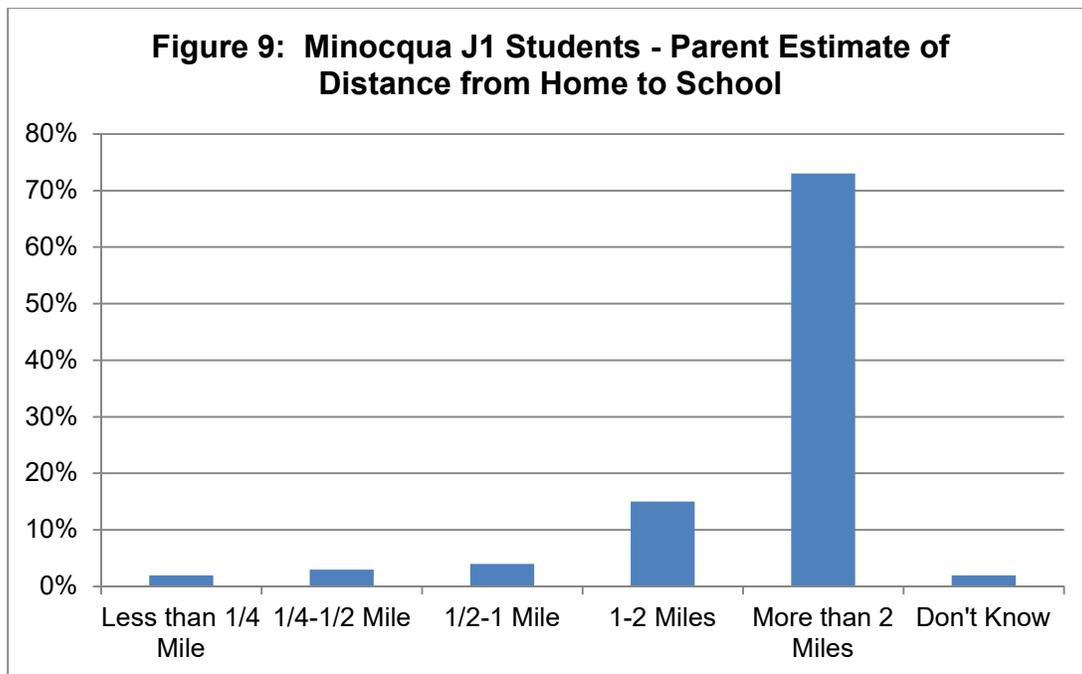
Prior to student tallies being completed at school, parent surveys were sent home to be completed by parents. The Parent Survey from the National Safe routes to School Center was used (See Appendix A). On the form, parents described how children got to and from school, total travel time, and factors that influenced their decision to allow or

not allow their children to walk/bike to and from school. Additionally they were asked if in their opinion biking/walking is fun and healthy and to what degree they felt that the school encouraged biking/walking. Expanded parent survey results can be seen in Appendix B.

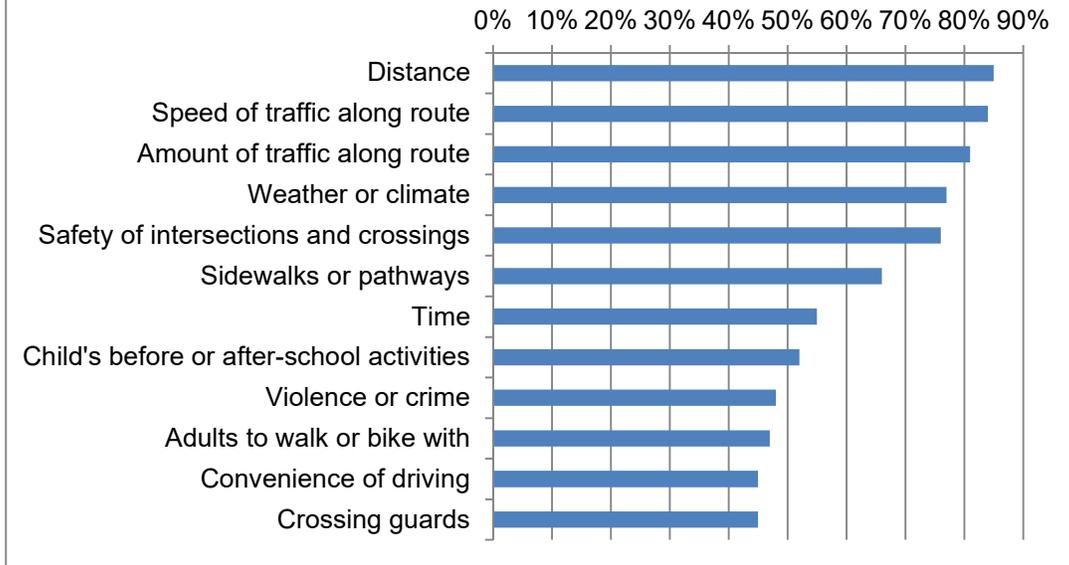
### Minocqua J1 School Parent Survey

Figure 7 shows that 73 percent of parents report living over 2 miles from the school, the remaining 27 percent of the respondents are under the 2 mile radius and are being addressed in this SRTS Plan. Correspondingly, Figure 8 indicates that the most significant barrier reported by parents preventing them to allow walking or biking is distance.

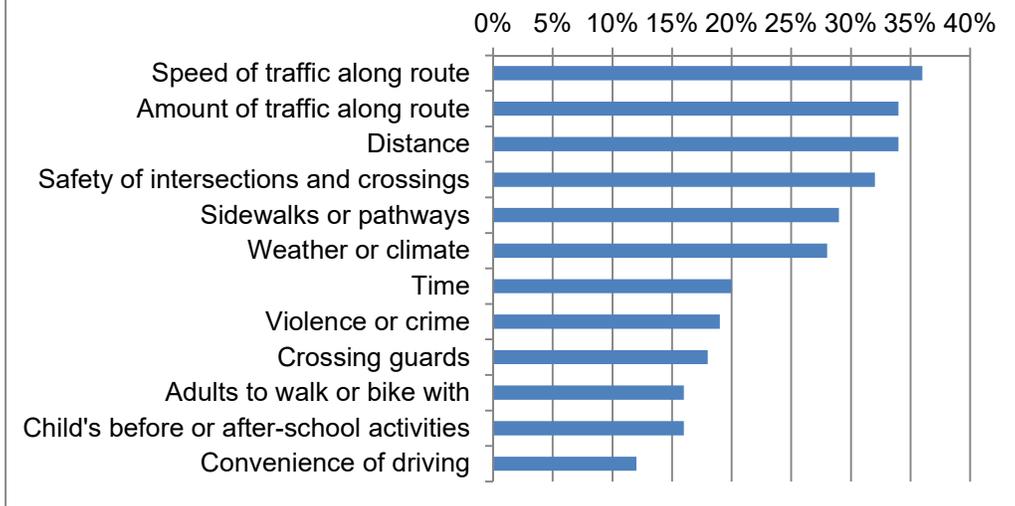
- **Factors cited most by parents prohibiting biking/walking:**
  1. Distance (85%)
  2. Speed of traffic along route (84%)
  3. Amount of traffic along route (81%)
  4. Weather or climate (77%)
  5. Safety of intersections and crossings (76%)



**Figure 10: Minocqua J1 Parents - Issue Affected Decision to Allow/Not Allow Walking/Biking**



**Figure 11: Minocqua J1 Parents - Would Probably let Child Bike/Walk if this Issue were Improved**



Parents cited the variables in Figure 11 as the factors that would be most influential in their decision to allow biking and walking. The top five items are detailed below. This Plan will focus specifically on speed of traffic, amount of traffic, safety of intersections and crossings, and sidewalks/pathways.

- **Proposed changes most cited by parents that would cause them to allow biking/walking**
  1. Speed of traffic along route (36%)
  2. Amount of traffic along route (34%)
  2. Distance (34%)
  3. Safety of intersections and crossings (32%)
  4. Sidewalks or pathways (29%)

## **SITE ASSESSMENT**

As part of this Safe Routes to School planning process, a walking and bicycling site assessment was conducted within about a block around the school building in this SRTS Plan, and the overall community where these schools are located. The assessment was conducted by NCWRPC staff. Some of the data collected from the assessment is shown on Map 3.

A walking and bicycling assessment is a process that involves a systematic gathering of data about the physical conditions that affect walking and bicycling in an area or site. The objective of the assessment is to document factors that help or hinder safe walking and bicycling. These factors include, but are not limited to, street lighting; existence of sidewalks and their width or condition; traffic volume, road widths, and topography.

## **TASK FORCE MEETING OUTCOMES**

The SRTS Task Force includes a diverse group of individuals (school, city, safety, health, etc.) that work toward the common goal of creating safe routes to school within the community. Through a series of meetings, the group identified issues and objectives that helped to shape the recommendations put forth in this Plan. The Task Force will continue to be instrumental in the implementation and evaluation stages.

The Task Force met on April 23, 2019. The most significant concern expressed by the group members was the ability of students to safely cross and travel along U.S. Highway 51 in order to walk or bike to school. This is a high volume roadway that runs north and south directly adjacent to the school. Very few students live east of this highway, therefore for most students the highway divides them from the school. Task Force members had reservations both about the ability to construct a safe crossing over USH 51 and about parents' willingness to allow students to use a crossing.

The Task Force also had concerns about Lee Road and Titus Drive which is the only ingress and egress to and from school. The roadways are busy especially during pick-up and drop-off times where volumes of 160 cars per day have been observed. These are narrow two lane roads with very minimal shoulders.

There are some school activities that require crossing USH 51 to access the Bearskin State Trail. Creative Minds participates in litter pick-up as part of the Adopt-a-Highway program along Blue Lake Road. Additionally, there are some physical education bicycle units that involve biking along the Bearskin State Trail. Therefore, there is not only benefit in creating a safe route to and from school for students, but potential benefit for students while attending school as well.

The Task force recommended the Final Draft Plan for School Board and Minocqua Town Board approval in fall of 2019. Both the School Board and the Town Board approved the Plan as seen in Attachment C.

## **EXISTING POLICIES AND PRACTICES**

### **Busing**

According to Wisconsin law, a K-12 public school student living more than two miles from a public school is entitled to busing provided by the school district. Additionally, §121.5(9)(a), Wis. Stats., establishes the procedures to be followed in the development of an usually hazardous transportation (UHT) plan within a two mile radius. An “unusual hazard” is an existing transportation condition that constitutes more than an ordinary hazard and seriously jeopardizes the safety of pupils traveling to and from school. All students in the Minocqua J1 School District have the option of being bused to and from school.

### **Bike Racks**

There is an old style bike rack located prominently at the school entrance. This rack does not meet current bike rack design guidelines (Attachment D), because it does not allow a bike to be supported at two points to hold it up while locked. However, the bike rack is in a good location and easily accessible to students entering and exiting the school building.



Bike rack near main entrance

### Crossing Guards

Adult crossing guards are usually assigned at heavily traveled intersections. The presence of crossing guards can significantly increase safety for youth by ensuring that they are learning and obeying pedestrian safety rules as they cross the street under their watch. Minocqua J1 has no crossing guards

### Safety Patrols

There are no student safety patrols in the Minocqua J1 School District.

### Bearskin State Trail

The Bearskin State Trail is a multi-use trail that follows the Bearskin Creek and was a former railroad corridor. The trail is surfaced with compacted granite and is used for snowmobiling in the winter and biking and hiking in the spring, summer, and fall. The trail is 21.5 miles long and runs from Highway N (where it meets the Hiawatha Trail) to downtown Minocqua. The distance from downtown Minocqua to Timber Ridge Road via the Bearskin Trail is approximately 5 miles. Timber Ridge Road is the closest access point to Minocqua J1 school. There are many students that have adequate access to this trail. The most significant concern is that U.S. Highway 51 is located between the trail and the school.



Source: NCWRPC

Bearskin State Trail, road access point

### Snowmobile Travel

There is a small group of students that occasionally travel to school on snowmobiles together. The students are age 12 and over. Snowmobile safety certification copies are kept on file at the school office along with parent permission slips. The students use the Bearskin State Trail and cross USH 51 in front of Minocqua Hardware and Rental, after which they take a diagonal trail to school. This option may help to curb vehicle congestion somewhat and also shows some willingness on the part of parents to explore alternative options for traveling to and from school.

# Map 3 Site Assessment

Minocqua J1 School District  
Safe Routes To School

-  Minocqua J1 Schools
-  Sidewalks
-  Bike Rack
-  Parking
-  Parking Flow Direction
-  Safety Patrol
-  School Entrance
-  Crosswalk
-  Chain Link Fence

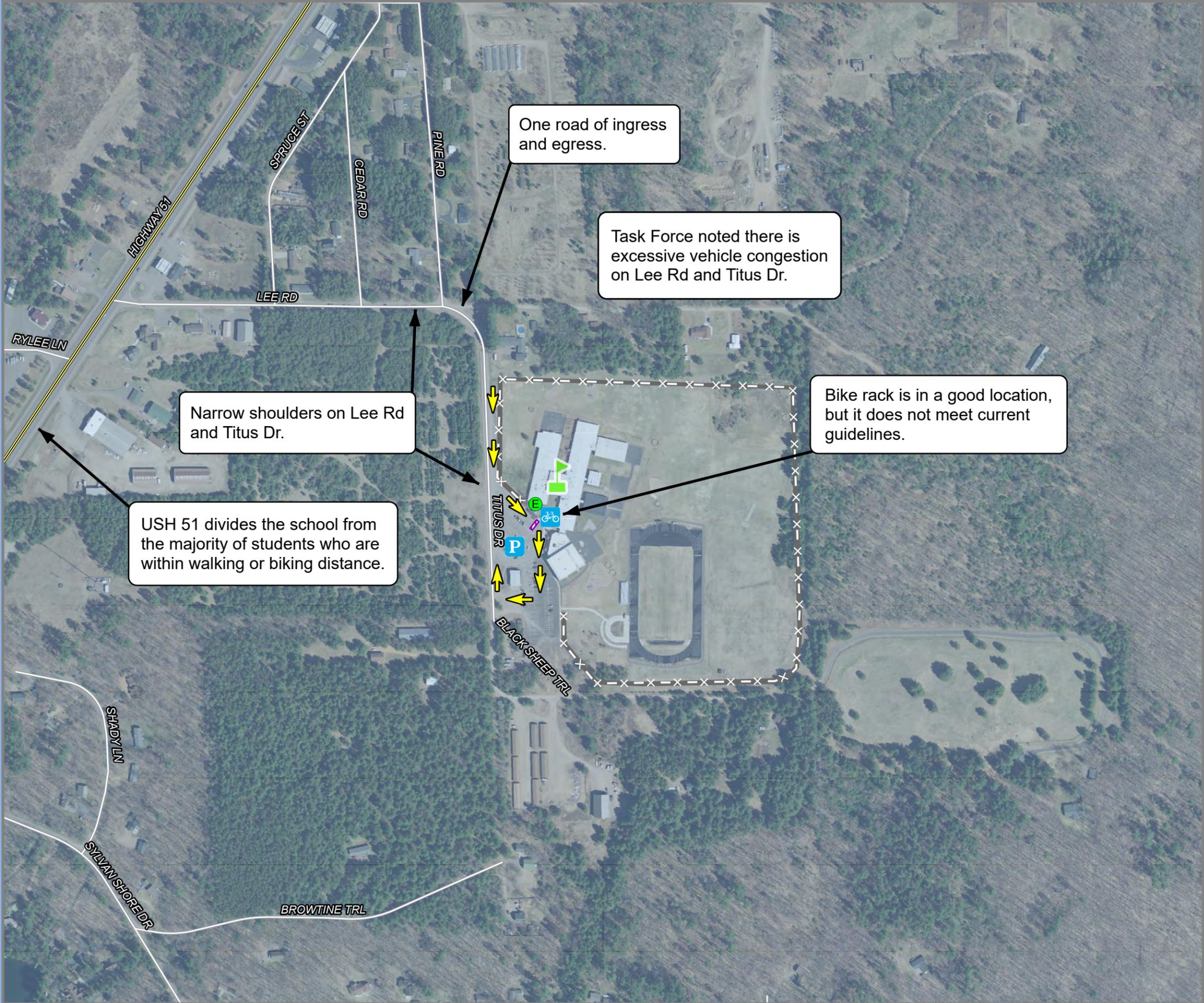


Source: WI DNR, NCWRPC, Oneida Co  
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## TRAFFIC COUNTS

The vast majority of traffic in the area comes through on U.S. Highway 51, and the elementary school is less than one half mile from this highway. Therefore, this roadway presents the most significant barrier to walking and biking to and from school. Table 7 displays traffic count data that is within a one mile radius of the school and is most relevant to this SRTS Plan. It should also be noted that traffic volumes are greatly impacted seasonally.

<b>Table 7: Traffic Volumes</b>			
<b>Street</b>	<b>AADT 2009</b>	<b>AADT 2018</b>	<b>Percent Change</b>
Blue Lake Rd. west of USH 45 Minocqua Township	1300	N/A	N/A
USH 51 south of Sylvan Shore Rd. Woodruff Township	11,500	9,300	-19.1%

Source: Wisconsin Department of Transportation

**Children have little concept of how fast cars are traveling, or how to anticipate what a driver is going to do, so it is up to adults to be responsible.**



Map 4 shows the most current traffic volume counts. It also details crashes that have occurred near the school since 2000. Both crashes involved pedestrians and occurred during summer months.

## CRASH DATA

Crash statistics within a one mile radius are shown in Table 9 below. The data summarizes crashes involving motor vehicles and a bicyclist or pedestrian, as recorded on police reports to WisDOT involving fatality, injury, or property damage exceeding \$1,000. Unfortunately, the numbers do not represent the complete picture since statistics on unreported crashes and those not meeting the criteria are unavailable. These were examined to provide insight into the causes of traffic crashes involving bicycles and pedestrians. Note that these crashes are not accidents, but avoidable events caused by a single factor or chain of variables. Reducing bicyclist and pedestrian traffic injuries and fatalities can be accomplished by addressing such factors through safety and education efforts.

Table 8: Crash Data		
Address	Type	Date
9721 Blue Lake Rd. Minocqua	Pedestrian	7/21/07
7542 Hwy. 51 Minocqua	Pedestrian	7/24/08

Source: Wisconsin Traffic Operations and Safety Laboratory



Source: NCWRPC

USH 51 is 4-lanes of traffic with center two way left turn lane in front of the school

# Map 4 Transportation

Minocqua J1 School District  
Safe Routes To School

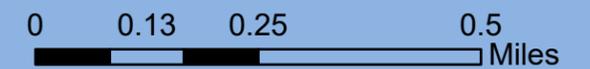
 Minocqua J1 Schools

**Sidewalk Location**

-  Both Sides
-  One Side

**Crash Type (2000-2018)**

-  Traffic Count Location
-  Pedestrian



Source: WI DNR, NCWRPC, Oneida Co  
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## CHAPTER 3: RECOMMENDED STRATEGIES

This chapter was developed to address the issues and opportunities observed by school officials, Task Force members, parents, and NCWRPC staff throughout the development of this Plan. Moreover, this chapter presents possible solutions to improve existing conditions and concerns. Previous chapters identified background information about the school and municipality, analyzed student and parent data, including quantifying attitudes toward walking and biking. Additionally Task Force outcomes were summarized and existing conditions were assessed.

The SRTS Task Force and NCWRPC have developed the following recommendations around the 5 E's for Safe Routes to School. A successful SRTS program incorporates components of each classification (i.e., the 5 E's: engineering, education, encouragement, enforcement, and evaluation). Chapter 4 contains SRTS Action Plans for each school that assigns responsibility and provides specifics about the timeframe for completion. Map 5 shows the location of physical recommendations.

See **Table 9**, at the end of this chapter, for the timeline of each recommendation below:

### Engineering

Engineering is a broad concept used to describe the design, implementation, operation, and maintenance of traffic control devices or physical measures. Children and adolescents need well designed paths, safe crossings, and well-maintained roads and pathways. The goal of these recommendations is to create a balanced roadway environment that can accommodate traffic, bicycles, and pedestrians of all types including those with disabilities. With regard to engineering, it is best to implement low-cost solutions first and then seek funding for the larger cost-intensive projects.

#### **Issue 1: Vehicle traffic and school siting**

The main concern both for parents and Task Force members involves high speed and high volume traffic on USH 51. The vehicle traffic on this highway makes it difficult for students to walk and bike to school, as the majority of students within walking distance to the school need to cross this highway to get from home to school. Engineering modifications would need to be completed before students could safely cross USH 51.

**Note: Recommendations for USH 51 will need WisDOT approval, which will only occur after WisDOT performs a traffic study.**

**Note: A traffic study of USH 51 would most likely occur after a survey of residents west of USH 51 would show that such a crossing would be beneficial.**

#### **Recommendations:**

- Either:
1. Establish mid-block pedestrian crossing on USH 51 with raised median and raised shoulders for pedestrian refuge between Lee Rd. and Sylvan Shore Dr.
- Or:
2. Install overpass or underpass across USH 51 near Elementary School.

After either of the above improvements are made:

- Install walking path on Lee Rd. and Titus Dr.
- Install walking path on Timber Ridge Rd. from Ridgewood Dr. to USH 51.

### **Education**

Education activities include teaching pedestrian and bicyclist traffic safety, and may provide guidance on how to handle potentially dangerous or scary situations.

#### **Issue 2: Reluctance to walk and bike**

Lack of interest and/or motivation to walk and bike to school could be due in part to the lack of education about safe walking and biking practices. The school has some programs in place that have created a basis for fostering these safety skills.

#### **Recommendations:**

- Provide educational materials to students, parents, and teachers.
- Continue to incorporate biking unit into physical education class.
- Consider field trips incorporating walking and biking.
- Conduct bicycle rodeo to educate students and parents about bicycle safety.
- Continue to incorporate programs such as Adopt-A-Highway litter pick-up to integrate walking and safe pedestrian skills into the school curriculum.

### **Encouragement**

*Before beginning Encouragement strategies, children should receive pedestrian and bicyclist safety education.*

Encouragement strategies are about having fun; they generate excitement and interest in walking and bicycling. Encouragement activities also play an important role moving the overall SRTS program forward, because they build interest and enthusiasm, which can maintain support for changes that might require more time and resources – such as constructing a sidewalk.

#### **Issue 3: Lack of interest and enthusiasm**

There is a general lack of interest and enthusiasm about biking and walking to school and most students arrive on the school bus followed by the family vehicle, which leads to high vehicle congestion and/or lengthy bus rides. The Minocqua J1 schools serve students that arrive from a few different communities, most of which are located several miles away, but are clustered. This district has great potential to leverage the activity centers (communities) that are already present and encourage use of the spokes (paths of travel) that lead to those activity centers. If remote drop-off sites were established, where parents would drop-off their kids for a bus to take them to school, then parents could continue earlier to work, and students would have a shorter bus ride. Students who are close to a remote drop-off site could be encouraged to walk or bike to that site.

In a similar fashion, students from the Island of Minocqua or the Timber Ridge development could be encouraged to travel by foot or bicycle to one or two bus pick-up

points on the Bearskin Trail and students could travel by bus the remaining distance to school. A similar process exists now for summer school busing. This would reduce both the overall time students spend on the bus and decrease vehicle congestion around the school. This process could be given a trial period for a week and parents and the School District could assess what worked well, what did not, and what if any potential was identified.

#### Recommendations:

- Possibly begin a walking/biking club that could take place during the school day.
- Identify activity hubs (community centers), spokes (paths of travel), reassess busing and consider collector points for busing pick-up and drop-off.

#### Possible Hub & Spokes:

**Example: Bearskin State Trail Bike Train** – Children could ride from their homes near the Trail to meet up with a group riding from the Island of Minocqua down to Minocqua J1. Download: “Bicycling to School Together, A Bike Train Planning Guide” for more details to possibly setting up this bike train.

**Example: Lake Tomahawk Remote Drop-off** – Children could walk or bike to a community identified location where bicycle parking could be established and room for parents to drop off their kids from farther out too. Everyone would then get on a school bus for a more direct route to school (additional stops may occur to fill the bus).

**Example: Hazelhurst Remote Drop-off** – Children could walk or bike to a community identified location where bicycle parking could be established and room for parents to drop off their kids from farther out too. Everyone would then get on a school bus for a more direct route to school (additional stops may occur to fill the bus).

#### **Enforcement**

Enforcement includes students, parents, adult school crossing guards, school personnel, and neighborhood watch programs all working in conjunction with law enforcement. Working together to enforce rules for safe walking, bicycling and driving makes it safer and easier for everyone to walk and bicycle.

#### **Issue 4: Safety enforcement**

There is concern among both parents and Task Force members regarding drivers following posted speed limits. Additionally, there is a need for safe crossings, sidewalks, and pathways. Crossing guards aid in deterring motorists from unsafe behaviors, while reinforcing safe habits in pedestrians and bikers.

Recommendations:

- Add crossing guards for safe crossing at potential mid-block crossing on USH 51 south of Lee Rd.
- Continue to periodically locate police presence at the school entrance to oversee that motorists are following traffic laws.
- Use portable speed trailers to reinforce the existing speed limits wherever that is a problem with speeding.

**Evaluation**

Evaluation can determine if the aims of the strategies are being met. It can also be used to ensure that resources are being directed toward efforts that show the greatest likelihood of success. Future evaluation can aid in determining what adjustments if any are needed. Therefore, it is important that evaluation measures are taken before, during, and after the creation of SRTS activities.

**Issue 5: Measurement of Results Needed**

A variety of issues have been identified and recommendations have been made to work toward creating Safe Routes To School for the Minocqua J1 School District. However, it is imperative that student tallies and other measurement tools are utilized after some of the recommendations from this chapter have been implemented to see how effective they were. In this way, the SRTS Task Force can continue to make new observations and recommendations to help work toward the goal of creating safe routes for the students in the community.

Recommendations:

- Conduct student tallies as needed after a series of recommendations have been implemented to see if walking and biking have increased.
- Continue to collect data from potential crossing guards or other traffic observers (parking lot attendants or police) to see if additional traffic control devices or other strategies are needed.

---

**Table 9**

In Table 9 each recommendation has a suggested timeframe: short, medium or long term. The short-term projects are those that can be implemented without the need for specific grant funds or large coordinative efforts. The medium-term category includes those projects that may require some planning to include in school curriculum or would be eligible for upcoming grant cycles, such as applications to Wisconsin Department of Transportation TAP grant program. Long-term projects require a more coordinated effort, design time, or may need a more complex funding scheme. With different funding sources and a coordinated effort, some of these activities could start sooner.

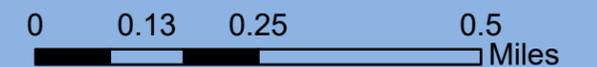
**Table 9: Recommendations**

ACTIVITY	LOCATION	FUNDING	LEAD AGENCY (BOLD)	TIME FRAME
<b>Engineering</b>				
Establish mid-block pedestrian crossing on USH 51 with raised median and raised shoulders for pedestrian refuge.	On USH 51 between Lee Rd. and Sylvan Shore Dr.	WisDOT	<b>WisDOT</b>	Long term, after speed limit is reduced to a potential 45 mph
Potentially install overpass or underpass.	Across USH 51 near E.S.	WisDOT – 80% Town taxes – 20%	<b>Town of Minocqua</b>	Long term if mid-block crossing does not work.
Install walking path on Lee Rd. & on Titus Dr.	USH 51 to school's front door	WisDOT – 80% Town taxes – 20%	<b>Town of Minocqua</b>	Long term with USH 51 crossing.
Install walking path on Timber Ridge Rd.	Ridgewood Dr. to STH 51	WisDOT – 80% Town taxes – 20%	<b>Town of Minocqua</b>	Long term with USH 51 crossing.
<b>Education</b>				
Distribute educational materials.	School	Free	<b>Minocqua J1</b>	2019-2020 school year
Continue to support physical education bike unit.	School	Minocqua J1	<b>Minocqua J1</b>	Ongoing
Consider field trips incorporating biking and walking.	Regionally	Minocqua J1	<b>Minocqua J1</b>	Ongoing
Hold Bicycle Rodeo.	Regionally	Town of Minocqua	<b>Town of Minocqua or other municipality</b>	Short-term
Continue Adopt-A-Highway and similar walking friendly curriculum.	School	Minocqua J1	<b>Minocqua J1</b>	Ongoing
<b>Encouragement</b>				
Identify activity hubs (community centers), spokes (paths of travel), and re-evaluate busing with the goal of streamlining pick-up and drop-off.	District-wide	Minocqua J1	<b>Minocqua J1</b>	Medium-term
Begin a walking/biking club.	School	Minocqua J1	<b>Minocqua J1</b>	2019-2020 school year
Hold walk to school days.	School	Minocqua J1	<b>Minocqua J1</b>	2019-2020 school year
<b>Enforcement</b>				
Add crossing guards.	At potential mid-block crossing on USH 51, south of Lee Rd	Town of Minocqua or Minocqua J1	<b>Minocqua J1</b>	When new mid-block crossing on USH 51 is installed
Continue Police presence.	School entrance	Town of Minocqua	<b>Town of Minocqua</b>	Ongoing
Locate portable speed trailers.	Communitywide as needed	Town of Minocqua	<b>Town of Minocqua</b>	Ongoing as needed
<b>Evaluation</b>				
Conduct ongoing student tallies.	School	Minocqua J1	<b>Minocqua J1</b>	When strategies are implemented
Collect crossing guard and traffic observer reported data.	Lee Rd. and USH 51 and Timber Ridge Rd. and USH 51	Minocqua J1	<b>Town of Minocqua and Minocqua J1</b>	When strategies are implemented

# Map 5 Physical Recommendations

Minocqua J1 School District  
Safe Routes To School

-  Install Walking Path
-  Minocqua J1 Schools
-  Water

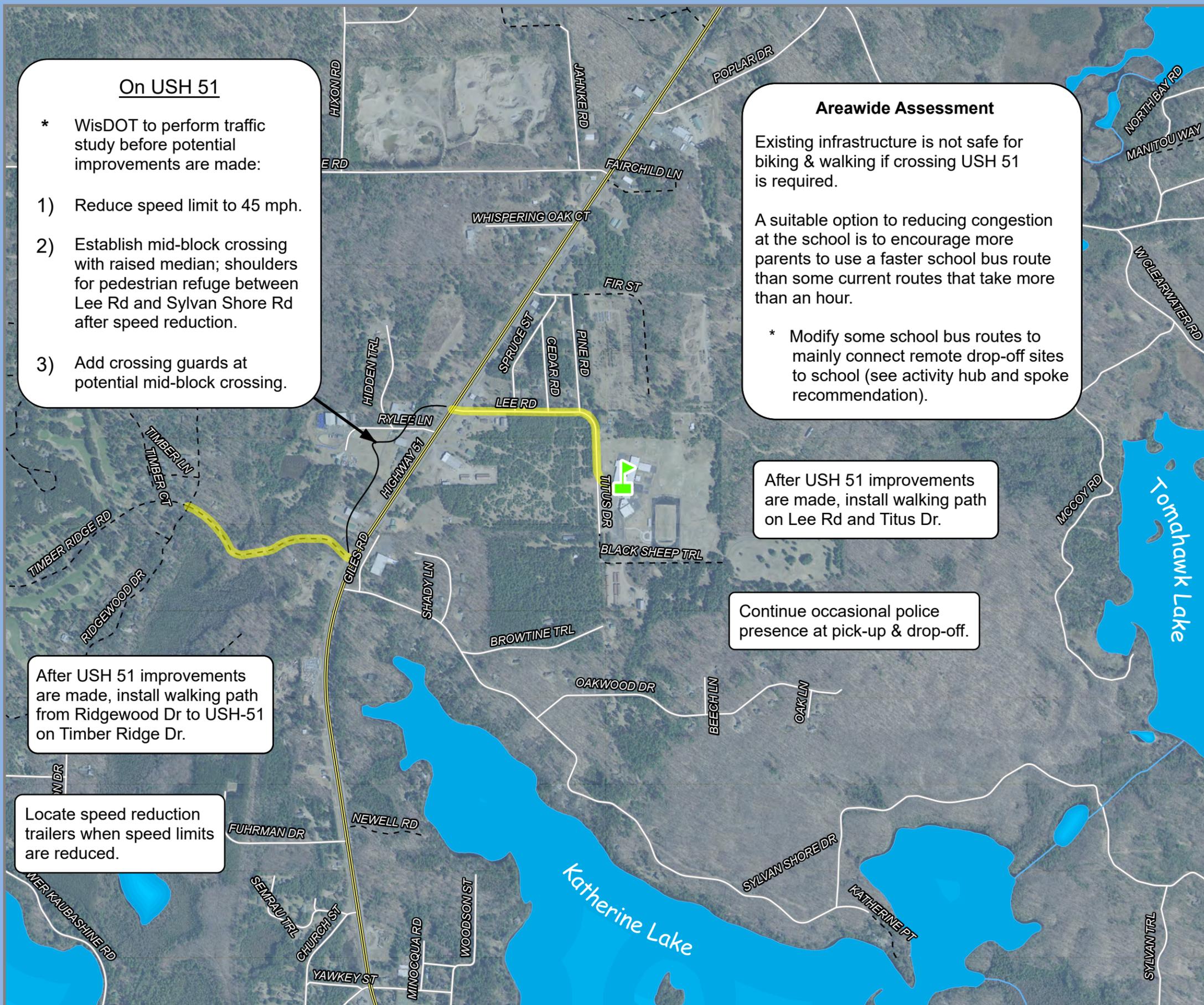


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### On USH 51

- \* WisDOT to perform traffic study before potential improvements are made:

  - 1) Reduce speed limit to 45 mph.
  - 2) Establish mid-block crossing with raised median; shoulders for pedestrian refuge between Lee Rd and Sylvan Shore Rd after speed reduction.
  - 3) Add crossing guards at potential mid-block crossing.

### Areawide Assessment

Existing infrastructure is not safe for biking & walking if crossing USH 51 is required.

A suitable option to reducing congestion at the school is to encourage more parents to use a faster school bus route than some current routes that take more than an hour.

- \* Modify some school bus routes to mainly connect remote drop-off sites to school (see activity hub and spoke recommendation).

After USH 51 improvements are made, install walking path on Lee Rd and Titus Dr.

Continue occasional police presence at pick-up & drop-off.

After USH 51 improvements are made, install walking path from Ridgewood Dr to USH-51 on Timber Ridge Dr.

Locate speed reduction trailers when speed limits are reduced.

## CHAPTER 4: SCHOOL ACTION PLAN

This SRTS Plan contains a considerable amount of information including community demographics, facts and figures about the School District, student and parent survey information, recommendations, and guidelines for implementation. There may be circumstances in which a brief summary of this SRTS Plan is preferable to sharing the Plan in its entirety. It is for this reason that a School Action Plan was created for the school. In this way, Task Force members can convey the Plan's highlights without having to distribute the entire Plan.

The School Action Plan contains a brief description of the Safe Routes to School program, background information about the school, key survey data, community data, Task Force highlights, and a site assessment map. The culmination on the last page is a recommendations table. This table is consistent with the recommendations section within the SRTS Plan, but is contained within one page. The columns include the recommended activity, location, funding, lead agency, and the time frame within which the recommendation could be realistically completed.

The identified strategies each have a suggested timeframe: short, medium or long term. The short-term projects are those that can be implemented without the need for specific grant funds or large coordinative efforts. The medium-term category includes those projects that may require some planning to include in school curriculum or would be eligible for upcoming grant cycles, such as applications to Wisconsin Department of Transportation TAP grant program. Long-term projects require a more coordinated effort, design time, or may need a more complex funding scheme. With different funding sources and a coordinated effort, some of these activities could start sooner.

These School Action Plans are included in the SRTS Plan. However, they can also be printed in a four page newsletter format for each school. It is advisable to have several copies available at any time, as they would be appropriate to distribute to student families, potential community partnership groups (i.e. bike and pedestrian committees, community health committees, and PTO/PTA's), and school neighbors. An annual or biannual review of these School Action Plans by the SRTS Task Force will provide guidance to determine progress, set goals, and make modifications as needed. Additionally, if some areas have been found to be particularly successful, the Task Force may want to renew efforts in this specific area. New activities to consider may become apparent when data from newly administered student tallies and parent surveys are reviewed.

Resources are available on the Minocqua Safe Routes to School home page under the "Resources" tab: <http://www.ncwrpc.org/oneida/minocqua/srts/resources.html> The "Resources" link has information for students, parents, and teachers. In addition, there are links to other communities that have had success as well as more information about programs offered by the Wisconsin Bike Fed. If encouragement strategies are found to be especially successful, there is information on how to plan a walk to school event in seven days and details on National Walk and Bike to School day planning.



# Minocqua J1 Schools Action Plan

## Minocqua J1 District Safe Routes to School Program (August 2019)

2019

### School Demographics:

MHLT Elementary

Enrollment: 537

Grades: K4-8th

Creative Minds

Enrollment: 42

Grades: 3rd-5th

Woodland

Enrollment: 29

Grades: 6th-8th

School Location:

7450 Titus Dr.

Minocqua, WI 54548

School Administrator:

Dr. James Ellis

SRTS Background Information 1

Survey Results and Existing Facilities 2

Bike and Walk Audit Results 3

Recommendations: The 5 E's 4

### Safe Routes to School Background Information

The purpose of the SRTS program is to provide safe pedestrian and bicycle facilities that encourage healthier lifestyles. Programs can be established to educate students, parents, and the community on the benefits of walking and bicycling to school and provide tips to do so safely. Major SRTS goals are:

- To enable and encourage children, including those with disabilities, to walk and bike to school.
- To make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.
- To facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air

pollution in the vicinity of schools.

SRTS Planning efforts assess the facilities and conditions near school, examine how students are currently traveling to /from school, and identify safety concerns/issues raised by parents and the community. Infrastructure and non-infrastructure recommendations are then created and implemented, sometimes with grant funding assistance, by the SRTS Task Force and other community members. SRTS Plans focus on projects within two miles of an elementary or middle school (Kindergarten-8th grade) and address the 5 E's:

- ⇒ **Engineering**
- ⇒ **Enforcement**
- ⇒ **Education**
- ⇒ **Encouragement**
- ⇒ **Evaluation**



*The main goal of SRTS plans is to get students safely walking and biking to and from school.*

### Minocqua J1 Schools Background Information

Minocqua J1 includes MHLT Elementary, Creative Minds, and Woodland schools. They all share a common location in the Town of Minocqua, in north-west Oneida County. The Town of Hazelhurst, a majority of the Towns of Minocqua and Lake Tomahawk, and small portions of the Towns of Cassian and Newbold are included in

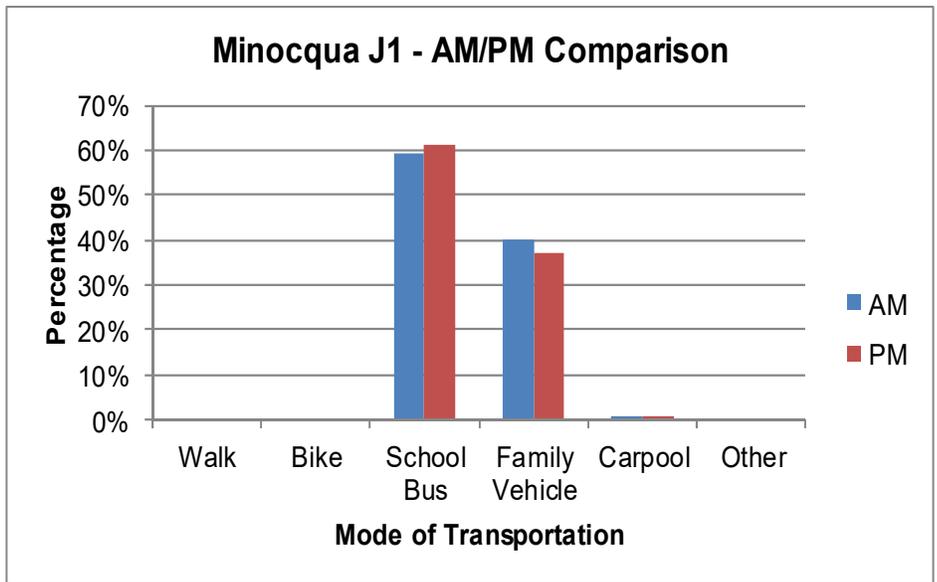
the district boundary. Nearly all students travel to and from school on the school bus (60%) or in the family vehicle (39%). The top three concerns of parents who do not allow their children to walk or bike to school are distance from school, the speed of traffic along the route, and amount of traffic along the route. USH 51 poses



the most significant barrier to safe biking and walking. Traffic volume on this highway was 9,300 AADT south of Sylvan Shore Road in 2018.



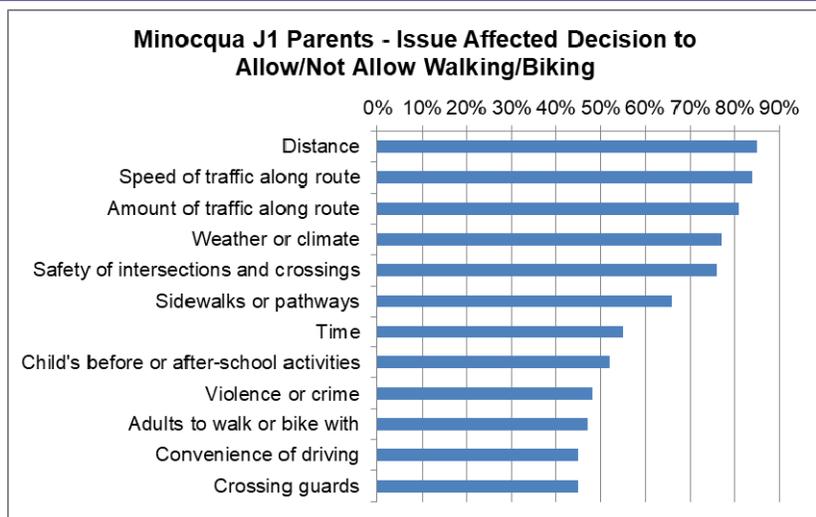
The Minocqua SRTS Task Force began meeting in April of 2019. The most significant concern was traffic volume and speed on USH 51.



Survey Data Collected Spring of 2019

**Issues that Affected Parent's Decision to Allow/Not Allow Walking and Biking:**

- ◆ Distance 85%
- ◆ Speed of traffic along the route 84%
- ◆ Amount of traffic along route 81%
- ◆ Weather or climate 77%
- ◆ Safety of intersections and crossings 76%



Survey Data Collected Fall of 2018

## Community/Task Force



The Bearskin State Trail is a former railroad corridor. It is surfaced with compacted granite and the closest access point to the school is Timber Ridge Rd.

**COMMUNITY**

The Minocqua J1 School District is a large district geographically and primarily serves the Towns of Minocqua, Lake Tomahawk, and Hazelhurst. The towns served by the district are popular tourist destinations and are largely equipped for walking and biking. However, the three municipalities are approximately five miles from one another and a problem lies in how to connect the areas to each other and more importantly to the school. In spite of the geographical limitations, there are still students that have an interest in walking and biking to school. The School District is motivated to make the route safer for these students. A solution whereby spokes (paths of travel) connect to activity hubs (community centers) would be a sound option for this district. It would also streamline the pick-up and drop-off process for buses and automobiles.

**TASK FORCE**

The primary concern of the task force was with the proximity of the Minocqua J1 schools to STH 51. The speed limit on this highway is 55 mph and this highway divides the majority of student housing from the school. The second concern is that there is only one point of ingress and egress to the school property. The school is only accessible from Lee Rd. to Titus Dr. and school administration has observed up to 160 vehicles per day during pick-up and drop-off times. Additionally, Lee Rd. has a very narrow paved shoulder that is not suitable for pedestrians. The Bearskin State Trail runs parallel to Hwy. 51 and is available for walking and biking seasonally. However, Hwy. 51 still serves as a barrier between the school and the trail. An additional limitation is that the vast majority of students live more than two miles from the school.

# Site Assessment

## Minocqua J1 School District Safe Routes To School

	Minocqua J1 Schools
	Sidewalks
	Bike Rack
	Parking
	Parking Flow Direction
	Safety Patrol
	School Entrance
	Crosswalk
	Chain Link Fence



Source: WLDP, NCEMPC, Oneida Co.  
This map is neither a legally recorded map nor a survey and is not intended to be used as one. This drawing is a compilation of records, photographs, and data used by NCEMPC and is not responsible for any inaccuracies herein contained.



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SRTS Action Plan prepared by North Central Wisconsin Regional Safe Routes to School Program, July 2019. For additional information please contact Fred Heider or Carrie Edmondson, Regional SRTS Coordinators at 715-849-5510 or visit www.ncwrpc.org.

## RECOMMENDATIONS TABLE

ACTIVITY	LOCATION	FUNDING	LEAD AGENCY (BOLD)	TIME FRAME
<b>Engineering</b>				
Establish mid-block pedestrian crossing on USH 51 with raised median and raised shoulders for pedestrian refuge.	On USH 51 between Lee Rd. and Sylvan Shore Dr.	WisDOT	<b>WisDOT</b>	Long term, after speed limit is reduced to a potential 45 mph
Potentially install overpass or underpass.	Across USH 51 near E.S.	WisDOT – 80% Town taxes – 20%	<b>Town of Minocqua</b>	Long term if mid-block crossing does not work.
Install walking path on Lee Rd. & on Titus Dr.	USH 51 to school's front door	WisDOT – 80% Town taxes – 20%	<b>Town of Minocqua</b>	Long term with USH 51 crossing.
Install walking path on Timber Ridge Rd.	Ridgewood Dr. to STH 51	WisDOT – 80% Town taxes – 20%	<b>Town of Minocqua</b>	Long term with USH 51 crossing.
<b>Education</b>				
Distribute educational materials.	School	Free	<b>Minocqua J1</b>	2019-2020 school year
Continue to support physical education bike unit.	School	Minocqua J1	<b>Minocqua J1</b>	Ongoing
Consider field trips incorporating biking and walking.	Regionally	Minocqua J1	<b>Minocqua J1</b>	Ongoing
Hold Bicycle Rodeo.	Regionally	Town of Minocqua	<b>Town of Minocqua or other municipality</b>	Short-term
Continue Adopt-A-Highway and similar walking friendly curriculum.	School	Minocqua J1	<b>Minocqua J1</b>	Ongoing
<b>Encouragement</b>				
Identify activity hubs (community centers), spokes (paths of travel), and re-evaluate busing with the goal of streamlining pick-up and drop-off.	District-wide	Minocqua J1	<b>Minocqua J1</b>	Medium-term
Begin a walking/biking club.	School	Minocqua J1	<b>Minocqua J1</b>	2019-2020 school year
Hold walk to school days.	School	Minocqua J1	<b>Minocqua J1</b>	2019-2020 school year
<b>Enforcement</b>				
Add crossing guards.	At potential mid-block crossing on USH 51, south of Lee Rd	Town of Minocqua or Minocqua J1	<b>Minocqua J1</b>	When new mid-block crossing on USH 51 is installed
Continue Police presence.	School entrance	Town of Minocqua	<b>Town of Minocqua</b>	Ongoing
Locate portable speed trailers.	Communitywide as needed	Town of Minocqua	<b>Town of Minocqua</b>	Ongoing as needed
<b>Evaluation</b>				
Conduct ongoing student tallies.	School	Minocqua J1	<b>Minocqua J1</b>	When strategies are implemented
Collect crossing guard and traffic observer reported data.	Lee Rd. and USH 51 and Timber Ridge Rd. and USH 51	Minocqua J1	<b>Town of Minocqua and Minocqua J1</b>	When strategies are implemented

## CHAPTER 5: IMPLEMENTATION

In order for the recommendations included in this SRTS Plan to become reality, it is important that the SRTS Task Force remain active. The group's role will be to coordinate, track, and evaluate projects, programs, and grant applications. They will serve as the champion of SRTS within the District and in the communities.

The identified strategies each have a suggested timeframe: short, medium or long term. The short-term projects are those that can be implemented without the need for specific grant funds or large coordinative efforts. The medium-term category includes those projects that may require some planning to include in school curriculum or would be eligible for upcoming grant cycles, such as applications to Wisconsin Department of Transportation TAP grant program. Long-term projects require a more coordinated effort, design time, or may need a more complex funding scheme. With different funding sources and a coordinated effort, some of these activities could start sooner.

The following is a list of criteria that could be used by the SRTS Task Force to evaluate projects and assign a priority level. Resources can then be directed to the strategies of high priority. As projects are completed over time, the SRTS Task Force will re-evaluate the remaining strategies to determine which are to be the next priority focus. In addition, it should be noted that some strategies can be accomplished easily and that even though they are not the highest priority, these can and should be implemented when the resources are available. Prioritization criteria include:

1. *Safety*
2. *Ease of Implementation*
3. *Usage*
4. *Cost*
5. *Healthy Outcomes*
6. *Time Required*

### FUNDING OPPORTUNITIES

Determining how to fund various bicycle and pedestrian improvements is a key issue that communities face when implementing safe routes to school plans. While there are many funding options, each source may have limitations making it more or less appropriate for certain types of projects. Some funding sources are targeted to infrastructure while others target education and encouragement efforts. Some sources are not directly bicycle or pedestrian related but can be applied to bikeway and pedestrian projects that may have a nexus with another public priority such as historic preservation or public health. Some sources may support grants of hundreds of thousands or millions of dollars; others may be targeted to smaller amounts and require citizen volunteers or community involvement, as a part of the required local match.

## Federal Funding Administered by State Agencies

The primary Federal Transportation funding programs for bicycling were consolidated under the MAP-21 legislation of 2012. The Transportation Enhancements, Safe Routes to School and National Recreational Trails programs were combined into the Transportation Alternatives Program (TAP). Funding levels were reduced over previous years, and some changes were made in project eligibility. Table 11 provides a summary of the types of potential safe routes to school projects that would be eligible for a wide range of Federal Transportation funding programs.

Programs that remain unchanged by MAP-21 include the following. Most of these programs are under a larger Surface Transportation Program known as STP with allocations to sub-programs.

- The Surface Transportation Program provides flexible funding that may be used by States and localities for projects on any Federal-aid highway, including bridge projects on any public road, transit capital projects, and intracity and intercity bus terminals and facilities. These funds may be used for either the construction of bicycle transportation facilities and pedestrian walkways, or non-construction projects such as maps, brochures, and public service announcements related to safe bicycle use and walking. Although seldom used for bicycle and pedestrian projects, this is still an excellent source of funding for hard to finance safe routes to school projects. Up to 80% of project costs can be covered by STP funds.
- The Transportation Alternatives program will provide the best opportunity for federal funding of safe routes to school projects. Projects that exceed \$400,000 are the best fit for this program since a significant amount of administrative work is involved. As indicated above, this program combines several former programs.
- The Highway Safety Improvement Program and Railway-Highway Crossing Program are funded through a set aside of 10 percent of the State's annual Surface Transportation Program allocation and can address bicycle and pedestrian safety at hazardous locations.
- Funds from the Recreational Trails Program (RTP) may be used for development and maintenance of recreational trails and trail-related facilities. This is the only federal transportation funding source that can be used for maintenance activities.
- The Highway Safety Grant Program (Section 402) is administered by Wisconsin DOT. Federal 402 funds are used for pedestrian and bicycle public information and education programs. Funds are distributed to states annually from the National Highway Traffic Safety Administration (NHTSA) according to a formula based on population and road mileage. Government agencies or government-sponsored entities are eligible to apply for 402 funds. WisDOT has a program for teaching safe bicycling and "mini-grants" for new bike rodeo programs and law enforcement activities.

## **State Funding Sources**

The Wisconsin Department of Transportation and the Wisconsin Department of Natural Resources both administer federally funded programs, all of which are listed on the previous page under: “Federal Funding Administered by State Agencies.”

Currently, the only state funded program that funds bicycle and pedestrian projects is the Department of Natural Resources’ Stewardship Program. The set of eligible activities includes paths, but only within a park. The need for such a path as a safe route to school is a possibility in some communities.

## **Local Funding Sources**

Any physical improvements suggested on Map 5 can be funded through a school district’s or municipality’s general fund. Less strings and paperwork come with such funding too. Generally, the maintenance of any improvements that are installed with state or federal funding will need to be made with local funds.

Generally, the majority of the bikeway recommendations that are implemented as stand-alone projects will need to be funded through a municipality’s general fund. This is particularly true of any on-street markings. Projects that have a longer life than street markings (e.g., paths or sidewalks) may be able to be financed through general obligation debt in the same manner that many street or other infrastructure projects are financed. One effective approach is that bicycle and pedestrian facilities should be included as part of reconstruction projects and perhaps with resurfacing projects. However, to set the plan in motion, higher priority projects may need to be funded as independent projects. In order to do that, local funds will need to be used either on their own and/or as a match for federal funding.

Partnering with local or state service groups or organizations is a way of bringing additional resources to help implement some of the recommended programming activities in this SRTS Plan.

Table: 9 Potential Funding Sources For Safe Routes To School Projects

Activity/Project	FTA	ATI	HSIP	NHPP/NHS	STP	TAP	RTP	PLAN	402	FLH
Access enhancements to public transportation	X	X			X	X				X
Bicycle and/or pedestrian plans	X					X		X		X
Bicycle lanes on road	X	X	X	X	X	X				X
Bicycle parking	X	X			X	X				X
Bike racks on transit	X	X			X	X				X
Bicycle share (capital/equipment; not operations)	X	X		X	X	X				X
Bicycle storage or service centers	X	X			X	X				
Bridges / overcrossings	X	X	X	X	X	X	X			X
Bus shelters	X	X			X	X				X
Coordinator positions (State or local)					X	X				
Crosswalks (new or retrofit)	X	X	X	X	X	X	X			X
Curb cuts and ramps	X	X	X	X	X	X	X			X
Helmet promotion						X			X	
Historic preservation (bike, ped, transit facilities)	X	X				X				X
Land/streetscaping (bike/ped route; transit access)	X	X			X	X				X
Maps (for bicyclists and/or pedestrians)	X	X				X			X	
Paved shoulders			X	X	X	X				X
Police patrols						X			X	
Recreational trails					X	X	X			X
Safety brochures, books						X			X	
Safety education positions						X			X	
Shared use paths / transportation trails	X	X	X	X	X	X	X			X
Sidewalks (new or retrofit)	X	X	X	X	X	X	X			X
Signs / signals / signal improvements	X	X	X	X	X	X				X
Signed bicycle or pedestrian routes	X	X		X	X	X				X
Spot improvement programs	X		X		X	X	X			
Traffic calming	X		X	X	X	X				
Trail bridges			X	X	X	X	X			X
Trail/highway intersections			X	X	X	X	X			X
Training						X	X		X	
Tunnels / undercrossings	X	X	X	X	X	X	X			X

*Source: US Dept. of Transportation, 2018*

FTA: Federal Transit Administration Capital Funds ATI: Associated Transit Improvement HSIP: Highway Safety Improvement Program NHPP/NHS: National Highway Performance Program	STP: Surface Transportation Program TAP: Transportation Alternatives Program RTP: Recreational Trails Program PLAN: Statewide or Metropolitan Planning	402: State and Community Traffic Safety Program FLH: Federal Lands Highway Program (Federal Lands Access Program, Federal Lands Transportation Program, Tribal Transportation Program)
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**ATTACHMENT A:  
Student Tally and Parent Survey Forms**

**From: National Center for Safe Routes to School**



8. Has your child asked you for permission to walk or bike to/from school in the last year?  Yes  No

9. At what grade would you allow your child to walk or bike to/from school without an adult?

(Select a grade between PK,K,1,2,3...)   grade (or)  I would not feel comfortable at any grade

**Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box**

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

- Distance.....  Yes  No  Not Sure
- Convenience of driving.....  Yes  No  Not Sure
- Time.....  Yes  No  Not Sure
- Child's before or after-school activities.....  Yes  No  Not Sure
- Speed of traffic along route.....  Yes  No  Not Sure
- Amount of traffic along route.....  Yes  No  Not Sure
- Adults to walk or bike with.....  Yes  No  Not Sure
- Sidewalks or pathways.....  Yes  No  Not Sure
- Safety of intersections and crossings.....  Yes  No  Not Sure
- Crossing guards.....  Yes  No  Not Sure
- Violence or crime.....  Yes  No  Not Sure
- Weather or climate.....  Yes  No  Not Sure

**+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box**

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

- Strongly Encourages  Encourages  Neither  Discourages  Strongly Discourages

13. How much fun is walking or biking to/from school for your child?

- Very Fun  Fun  Neutral  Boring  Very Boring

14. How healthy is walking or biking to/from school for your child?

- Very Healthy  Healthy  Neutral  Unhealthy  Very Unhealthy

**+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box**

15. What is the highest grade or year of school you completed?

- Grades 1 through 8 (Elementary)  College 1 to 3 years (Some college or technical school)
- Grades 9 through 11 (Some high school)  College 4 years or more (College graduate)
- Grade 12 or GED (High school graduate)  Prefer not to answer

16. Please provide any additional comments below.




**ATTACHMENT B:  
Student Tally and Parent Survey Results**

**From: National Center for Safe Routes to School Data Collection System**

# Student Travel Tally Report: One School in One Data Collection Period

**School Name:** Minocqua Elementary School

**Set ID:** 29013

**School Group:** Lakeland

**Month and Year Collected:** May 2019

**School Enrollment:** 0

**Date Report Generated:** 05/30/2019

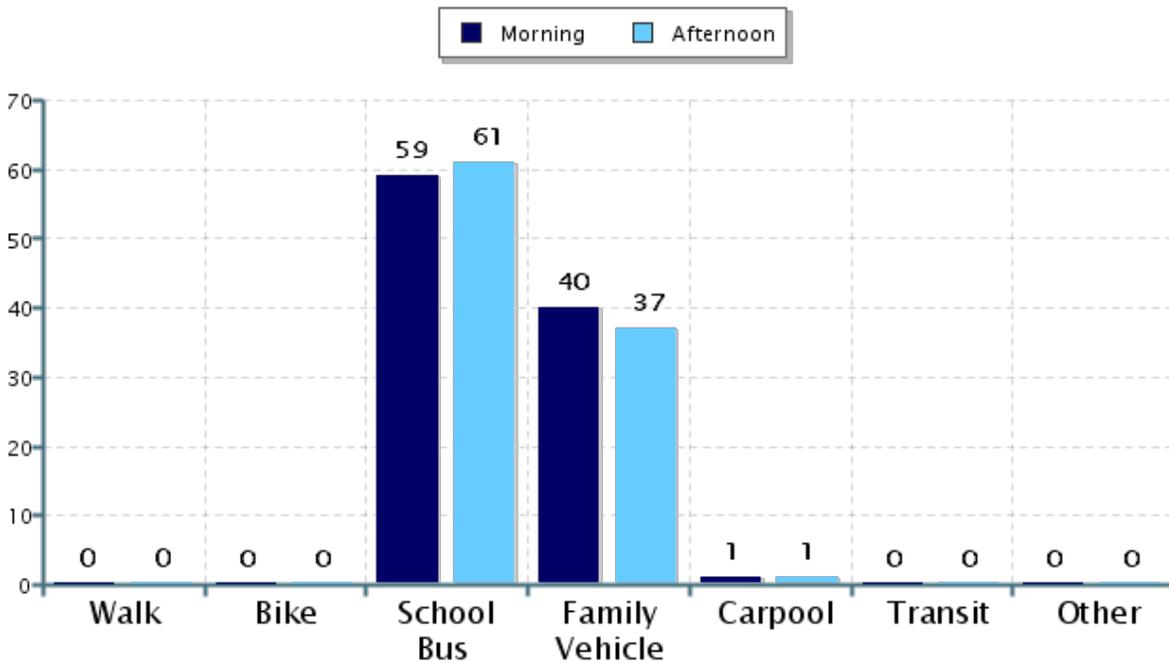
**% of Students reached by SRTS activities:**

**Tags:**

**Number of Classrooms  
Included in Report:** 12

This report contains information from your school's classrooms about students' trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

## Morning and Afternoon Travel Mode Comparison



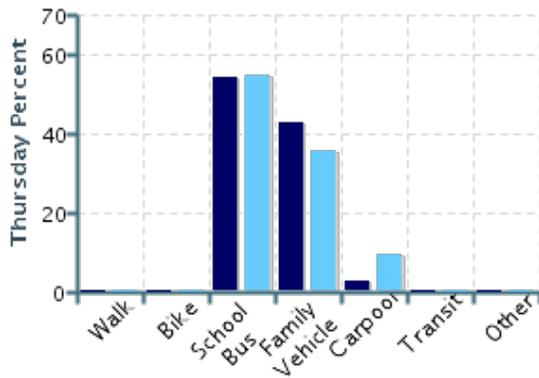
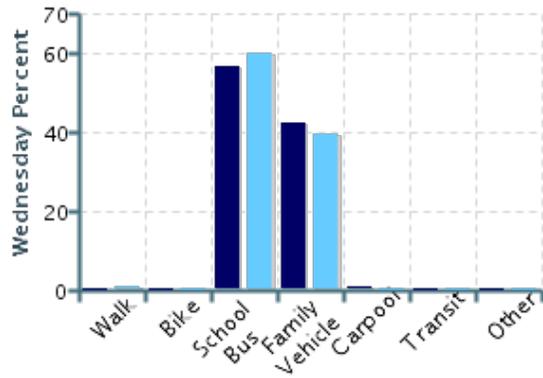
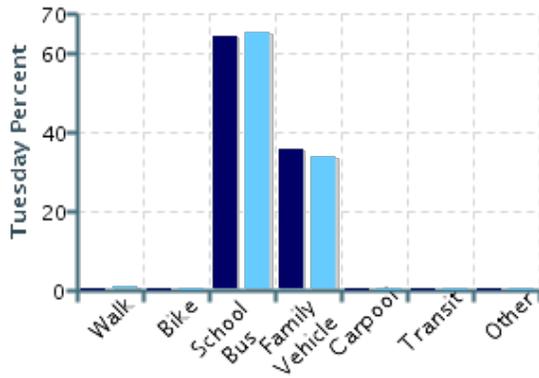
## Morning and Afternoon Travel Mode Comparison

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	442	0%	0%	59%	40%	0.9%	0%	0%
Afternoon	422	0.5%	0%	61%	37%	1%	0%	0%

Percentages may not total 100% due to rounding.

## Morning and Afternoon Travel Mode Comparison by Day

■ Morning ■ Afternoon

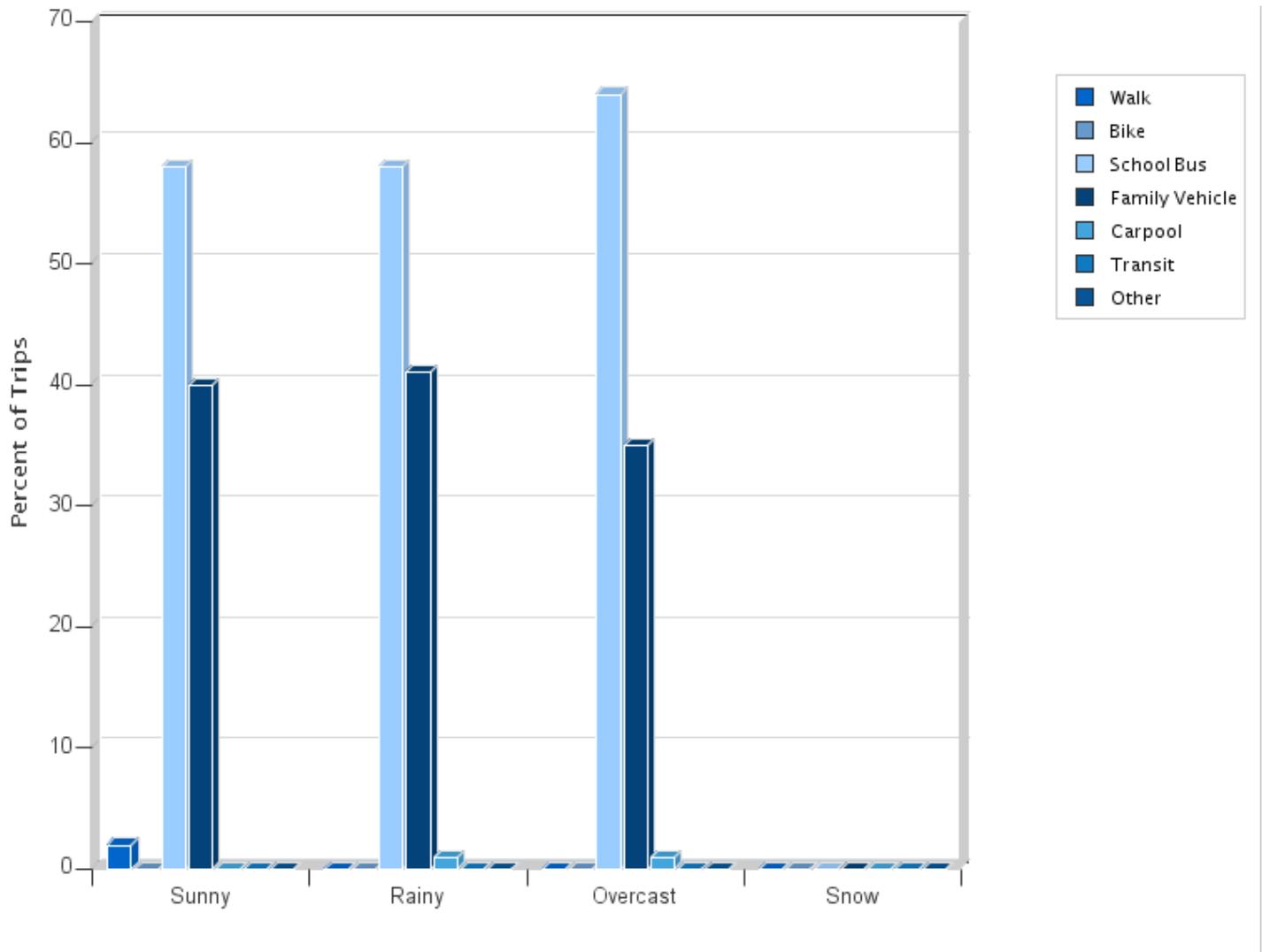


## Morning and Afternoon Travel Mode Comparison by Day

	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Tuesday AM	154	0%	0%	64%	36%	0%	0%	0%
Tuesday PM	153	0.7%	0%	65%	34%	0%	0%	0%
Wednesday AM	218	0%	0%	57%	42%	0.9%	0%	0%
Wednesday PM	216	0.5%	0%	60%	39%	0%	0%	0%
Thursday AM	70	0%	0%	54%	43%	3%	0%	0%
Thursday PM	53	0%	0%	55%	36%	9%	0%	0%

Percentages may not total 100% due to rounding.

### Travel Mode by Weather Conditions



### Travel Mode by Weather Condition

Weather Condition	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Sunny	50	2%	0%	58%	40%	0%	0%	0%
Rainy	488	0.2%	0%	58%	41%	1%	0%	0%
Overcast	326	0%	0%	64%	35%	0.6%	0%	0%
Snow	0	0%	0%	0%	0%	0%	0%	0%

Percentages may not total 100% due to rounding.

# Parent Survey Report: One School in One Data Collection Period

**School Name:** Minocqua Elementary School

**Set ID:** 18478

**School Group:** Lakeland

**Month and Year Collected:** October 2018

**School Enrollment:** 0

**Date Report Generated:** 03/07/2019

**% Range of Students Involved in SRTS:** Don't Know

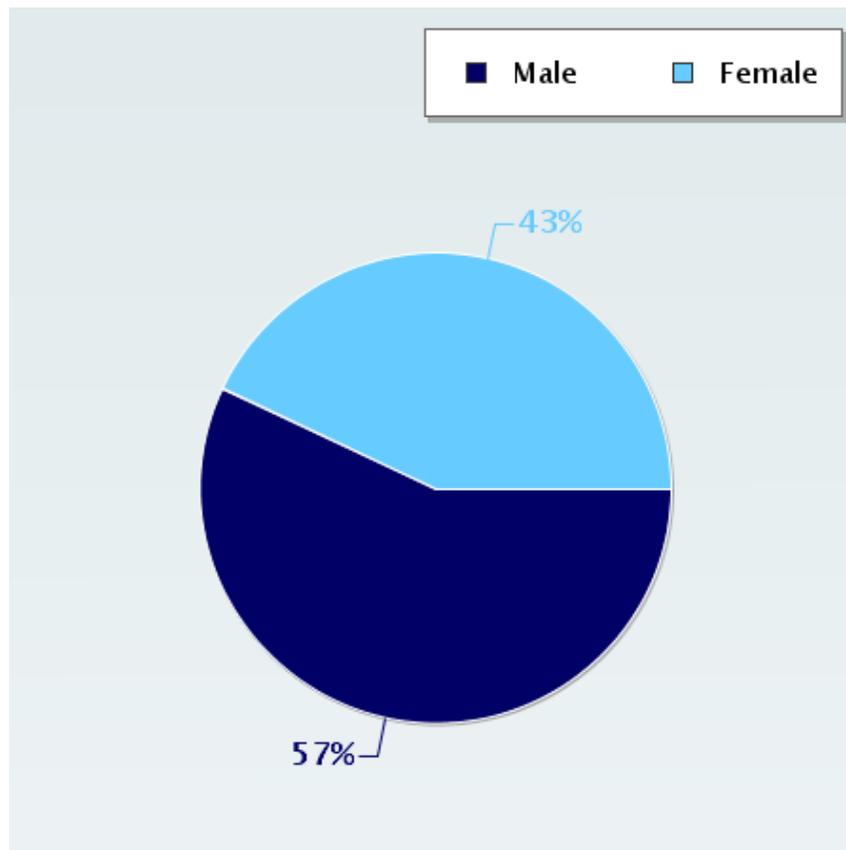
**Tags:**

**Number of Questionnaires Distributed:** 0

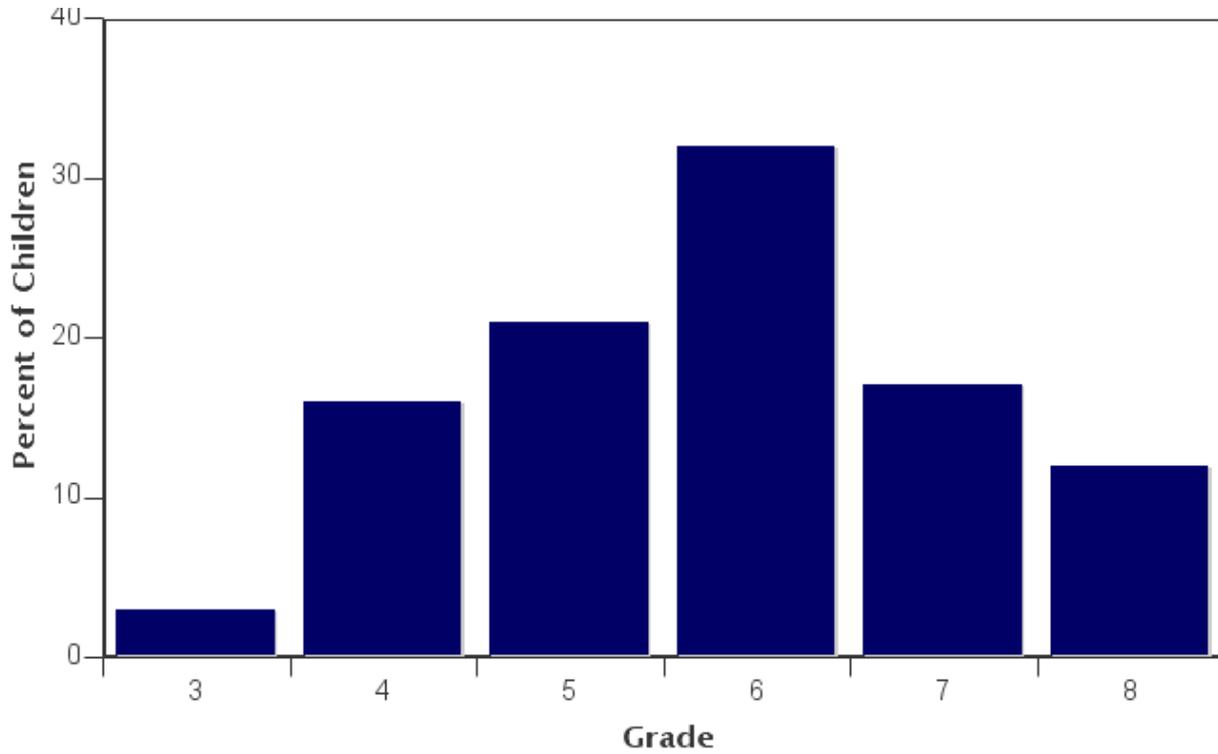
**Number of Questionnaires Analyzed for Report:** 95

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



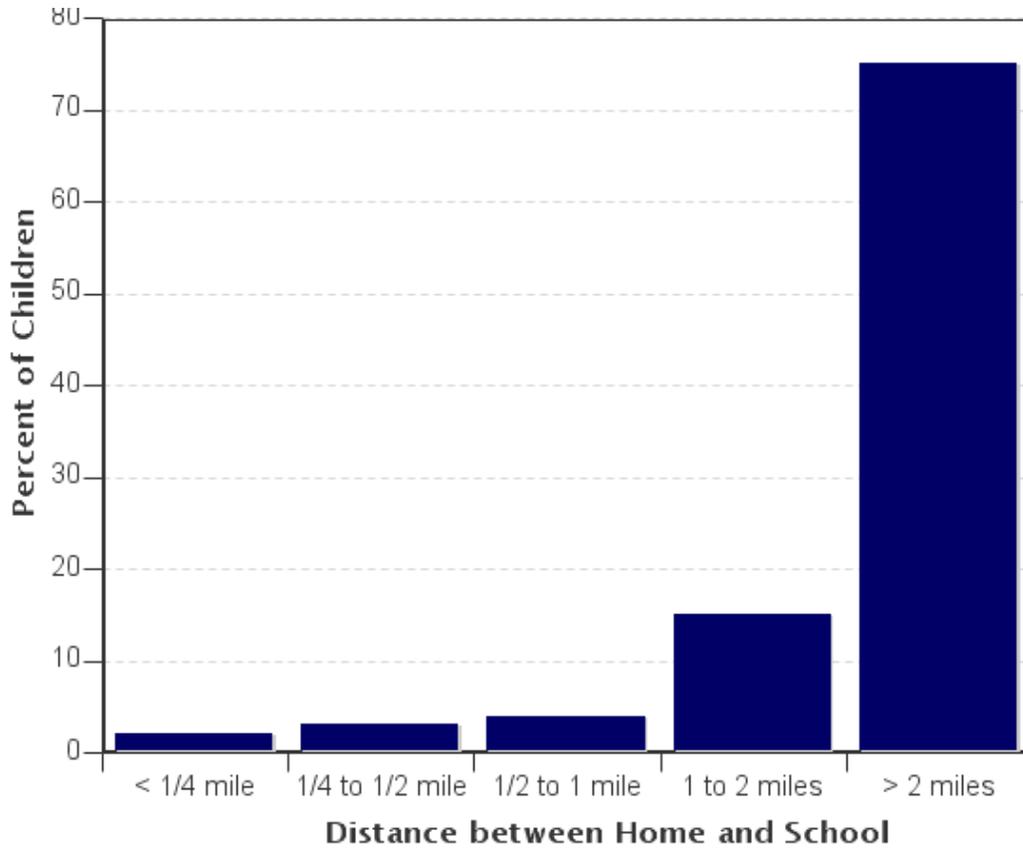
Grade levels of children represented in survey

Grade in School	Responses per grade	
	Number	Percent
3	3	3%
4	15	16%
5	20	21%
6	30	32%
7	16	17%
8	11	12%

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



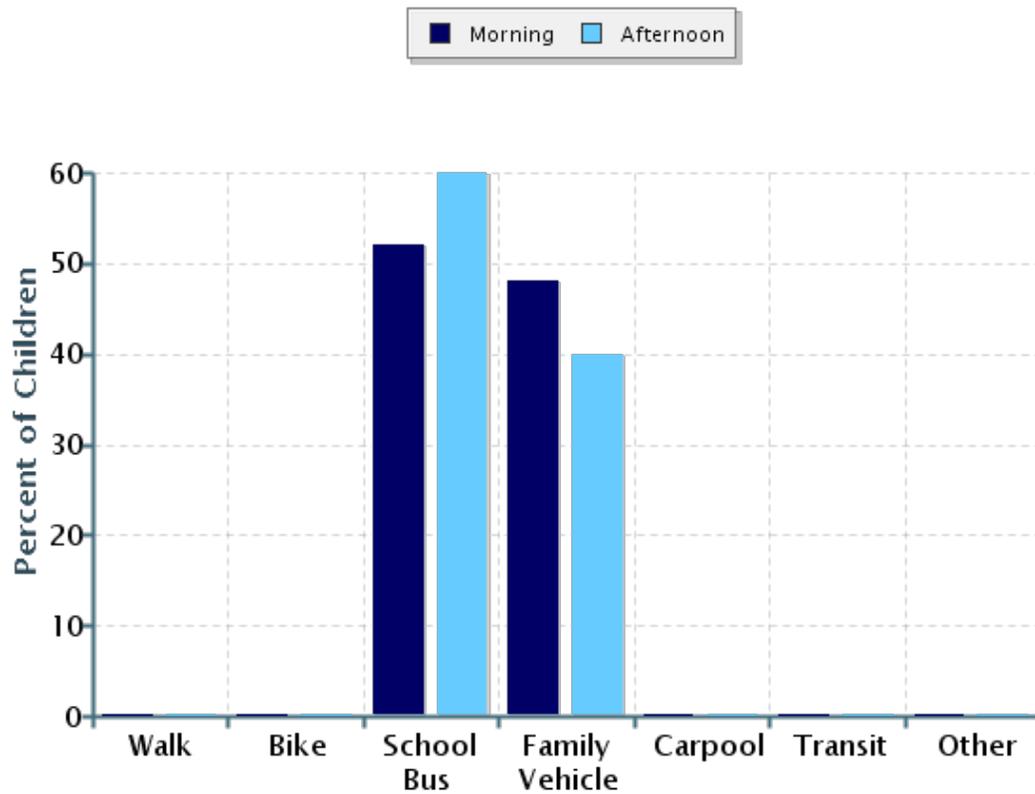
Parent estimate of distance from child's home to school

Distance between home and school	Number of children	Percent
Less than 1/4 mile	2	2%
1/4 mile up to 1/2 mile	3	3%
1/2 mile up to 1 mile	4	4%
1 mile up to 2 miles	14	15%
More than 2 miles	69	75%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

### Typical mode of arrival at and departure from school



### Typical mode of arrival at and departure from school

Time of Trip	Number of Trips	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	95	0%	0%	52%	48%	0%	0%	0%
Afternoon	95	0%	0%	60%	40%	0%	0%	0%

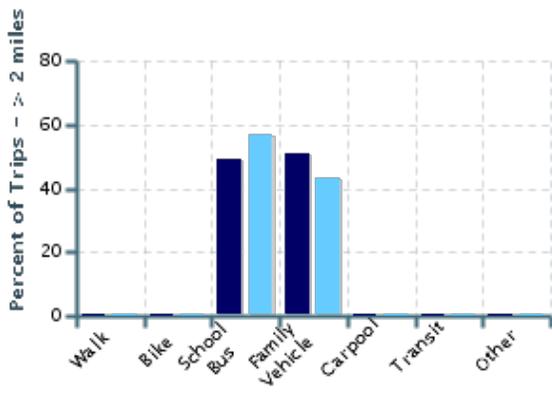
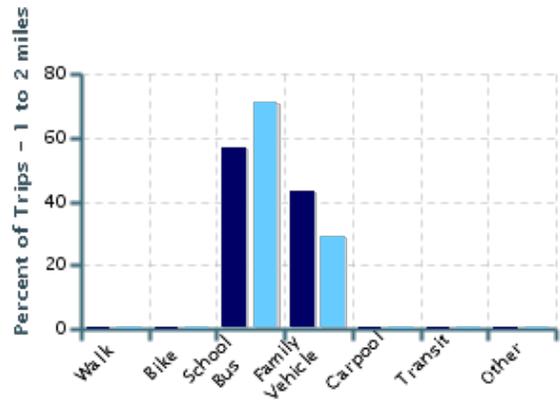
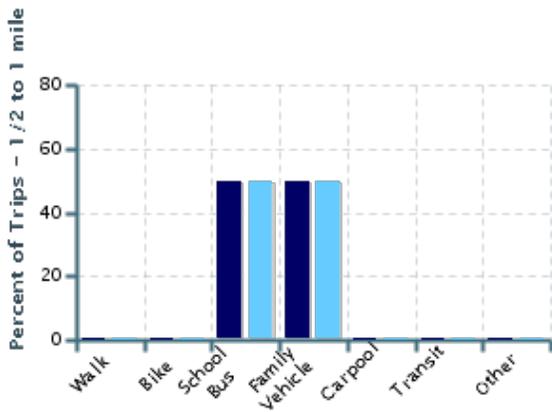
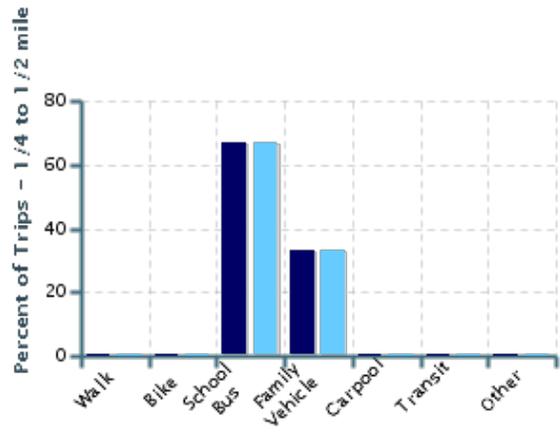
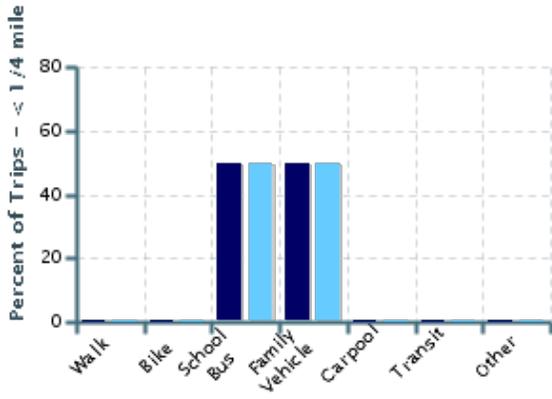
No Response Morning: 0

No Response Afternoon: 0

Percentages may not total 100% due to rounding.

# Typical mode of school arrival and departure by distance child lives from school

■ Morning      ■ Afternoon



## Typical mode of school arrival and departure by distance child lives from school

### School Arrival

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	0%	0%	50%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	67%	33%	0%	0%	0%
1/2 mile up to 1 mile	4	0%	0%	50%	50%	0%	0%	0%
1 mile up to 2 miles	14	0%	0%	57%	43%	0%	0%	0%
More than 2 miles	69	0%	0%	49%	51%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

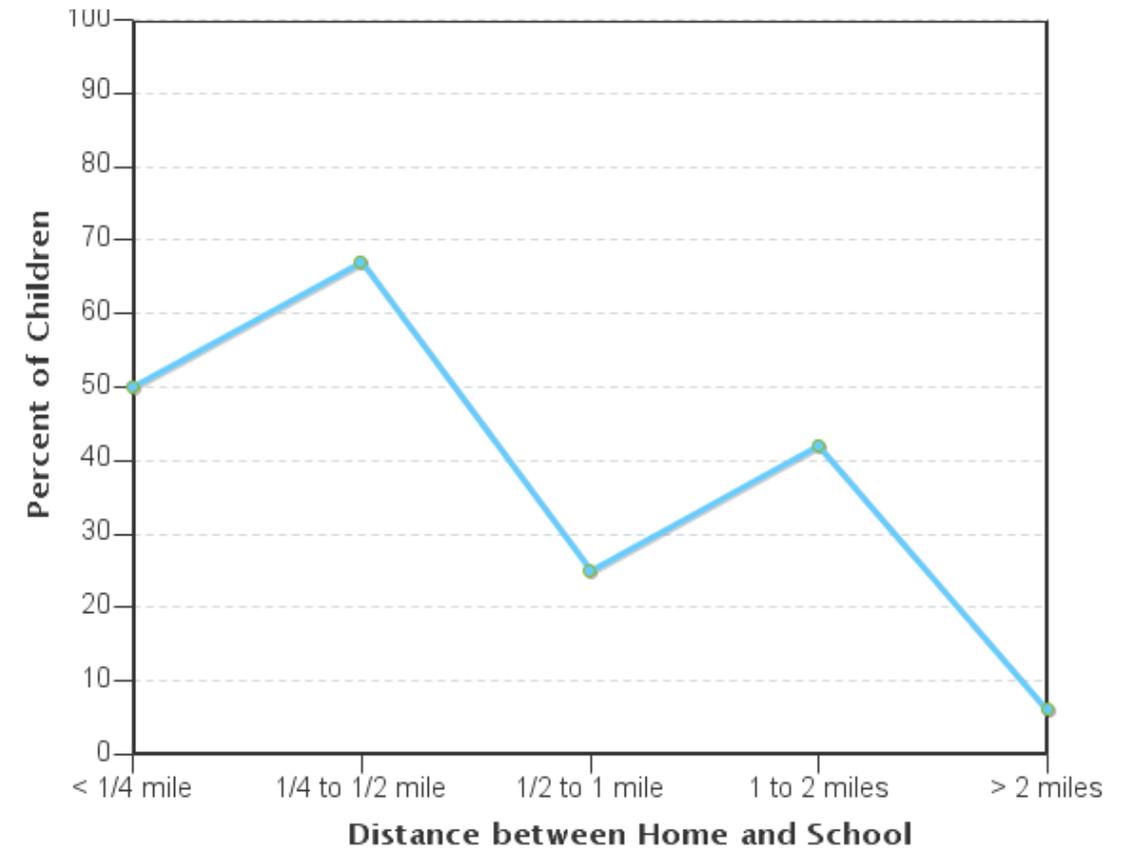
### School Departure

Distance	Number within Distance	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Less than 1/4 mile	2	0%	0%	50%	50%	0%	0%	0%
1/4 mile up to 1/2 mile	3	0%	0%	67%	33%	0%	0%	0%
1/2 mile up to 1 mile	4	0%	0%	50%	50%	0%	0%	0%
1 mile up to 2 miles	14	0%	0%	71%	29%	0%	0%	0%
More than 2 miles	69	0%	0%	57%	43%	0%	0%	0%

Don't know or No response: 3

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

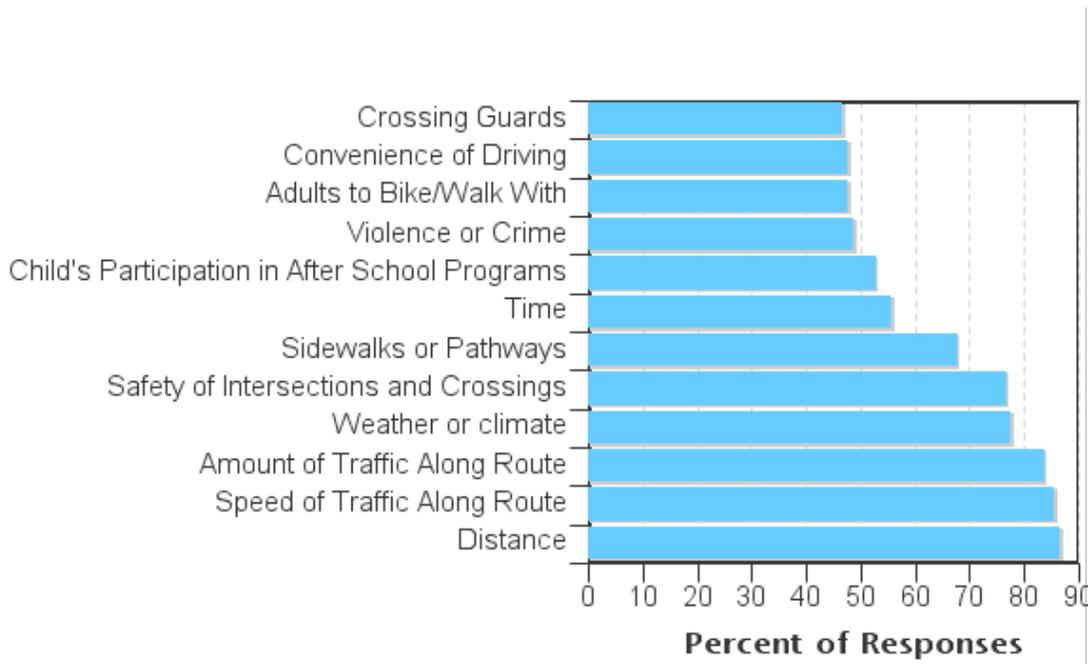


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

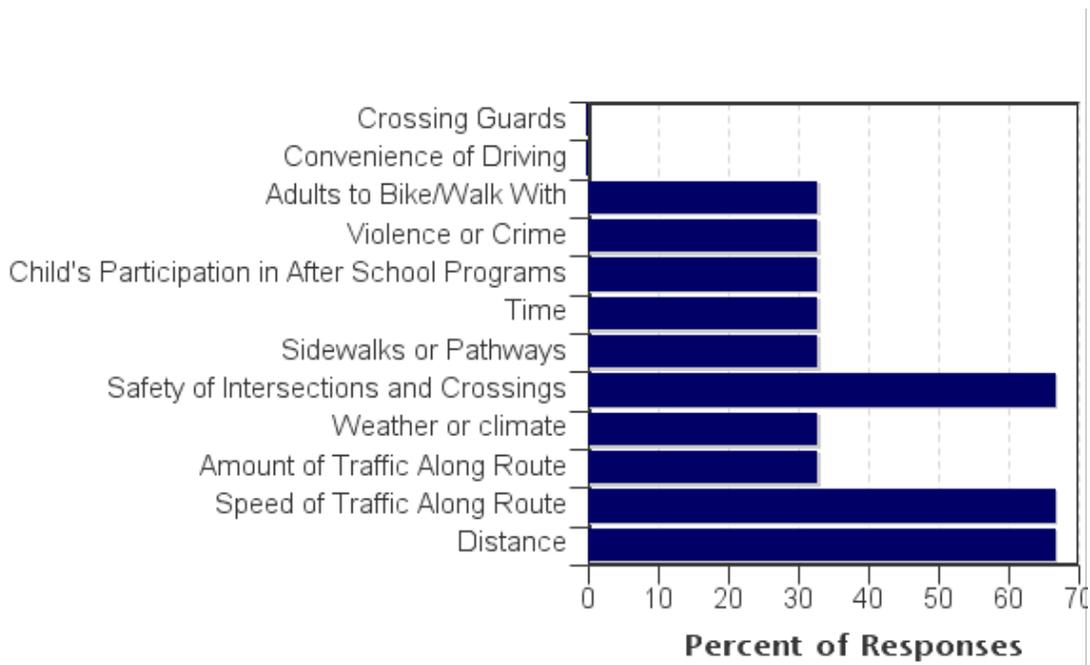
Asked Permission?	Number of Children	Less than 1/4 mile	1/4 mile up to 1/2 mile	1/2 mile up to 1 mile	1 mile up to 2 miles	More than 2 miles
Yes	13	50%	67%	25%	42%	6%
No	77	50%	33%	75%	58%	94%

Don't know or No response: 5  
 Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by  
parents of children who already walk or bike to/from school

Issue	Child does not walk/bike to school	Child walks/bikes to school
Distance	87%	67%
Speed of Traffic Along Route	86%	67%
Amount of Traffic Along Route	84%	33%
Weather or climate	78%	33%
Safety of Intersections and Crossings	77%	67%
Sidewalks or Pathways	68%	33%
Time	56%	33%
Child's Participation in After School Programs	53%	33%
Violence or Crime	49%	33%
Adults to Bike/Walk With	48%	33%
Convenience of Driving	48%	0%
Crossing Guards	47%	0%
<b>Number of Respondents per Category</b>	<b>91</b>	<b>3</b>

No response: 1

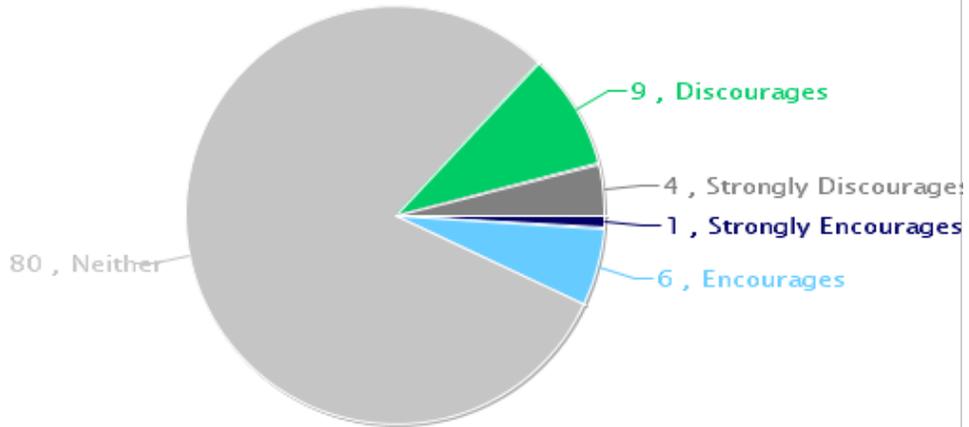
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

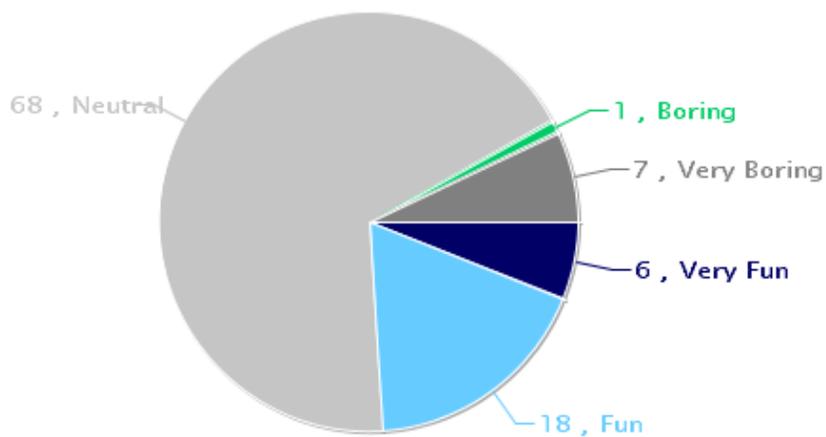
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

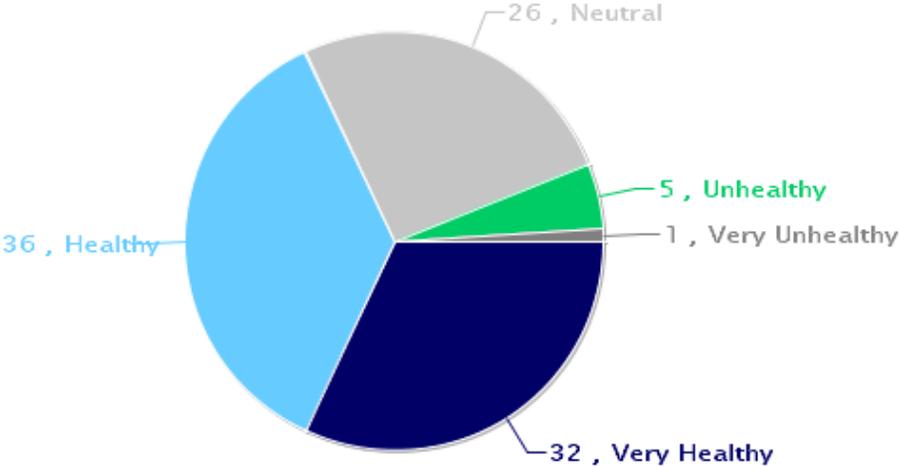
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



## Comments Section

SurveyID	Comment
1656326	My child would have to bike along a county highway. No bike path.
1656354	Kids don't ride bike or walk. Only reason is there is no crosswalk on major hwy with 55 + mph traffic.
1656360	We live in timber ridge and I would let her walk/bike to school if there wasn't such a scary amount of traffic between timber ridge and Hwy 51 where people drive crazy and no crosswalks.
1657367	Great survey but you need to understand that my daughters will attend school in a district that covers 810 square miles. Focus your energy on kids moving during the school day or in an after school before school program once they arrive.
1657380	Student is open enrolled into district.
1656369	We do a lot of hiking/walking outside of school. It is plainly unsafe for my child to walk to school no matter what the distance.
1656438	We live on the border of Oneida and Price! He won't ever walk or ride a bike to school because it's too far! He rides his bike in the neighborhood and to the bus stop sometimes.
1656352	My son loves walking home from school. We live about 2 blocks away. I do wish there was a sidewalk though.
1656431	It was difficult to answer these questions because we live so far away from the school. Ultimately, if we lived within a mile of school, with proper safety measures (ie: catwalk over 51) I would consider allowing my child to walk to school.
1657384	It's a 20 min. drive on a busy Hwy - if we lived closer, the school is just off a 4 lane busy Hwy so would not be safe for any child.
1657402	The desire to bike comes from wanting to avoid too long of a bus ride home.
1656422	We live right off the hwy. It would be risky for her to ride along the hwy.
1656436	We do bike when the weather permits. Maybe 4-5 times in the spring. When the weather is at least 50 degrees when we leave. It takes 20 minutes.
1656407	My child rides with me. If there was a bike path next to the highway I would allow her to ride her bike.
1656437	The only road to the school is off of a busy highway with no sidewalks. Also my son's transportation changes depending on activities.
1656332	We live too far away from school for it to be feasible and even if we lived closer I probably still wouldn't with the hwy by the school.
1656336	We live more than 15 min from school. MHLT is also located off a very busy highway with speed limit of 55 mph.
1657378	Unfortunately due to potential crime risk of abduction or danger to my child, I would not feel comfortable allowing my child to walk or bike alone anywhere at this age.

1657403	We live in a Lake Tom so there is no reason for my kid to have to bike and or walk to and from school.
1656370	Would never feel comfortable with my child walking or biking to school.
1656310	We live close to MHLT, but the highway is a concern for walking/biking. I believe there is a path between, but it is either private property? or impassable much of the time.
1656313	We live out of the district so my information is probably not applicable.
1656396	No bike path has to cross Hwy. 51. Cedar Falls road is crazy with fast drivers and corners.
1657373	We live right off Hwy. 51. The traffic is way too dangerous for any child to cross! With all the child predators and missing kids now a days I won't chance it!
1657377	Question #15 has nothing to do with safety concerns about getting to/from school.
1656342	We live way too far for her to walk or bike to or from school.
1657388	My daughter is going to school about 45 minutes ride by school bus.
1656365	This is a rural community.

**ATTACHMENT C:  
Adoption Documentation**

**From: Local Governing Bodies**

# MINOCQUA J1 REGULAR SCHOOL BOARD MEETING

9/16/2019 [5:30PM-6:30PM] @ MJ1 Library

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- REGULAR AGENDA -

## 1. Call Meeting to Order & Pledge of Allegiance

### Minutes

The meeting was called to order by School Board President Mary Whitman at 5:30 pm, followed by the Pledge of Allegiance.

## 2. Roll Call

### Minutes

In attendance: Whitman, Seidel (arrived at 5:35), Petrie, Redenbaugh, Christgau, Ellis, Salquist, VanderLeest, Kolzow, Melms, 1 member of the media and 2 community members.

## 3. Agenda was Posted - September 13, 2019 at 10:00 am

### Minutes

The agenda was posted.

## 4. Approval of the August 26, 2019 Regular School Board Meeting Minutes

### Minutes

Motion made by Redenbaugh, seconded by Christgau, to approve the August 26, 2019 Regular School Board Minutes.

### Vote Results

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<b>Yea:</b>	4	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Mary Whitman
<b>Nay:</b>	0	
<b>Abstain:</b>	0	
<b>Not Cast:</b>	1	

## 5. Public Forum

### Minutes

There was no public forum.

## 6. What is Good at MJ1 - School Nurse

### Minutes

School Nurse Pam Holtz was in attendance to discuss some of her nursing duties including recording immunizations, scheduling vision & hearing screenings, dental sealants, managing diabetics and much more.

## 7. Hiring

### a. Paraprofessional

#### Minutes

Motion made by Seidel, seconded by Redenbaugh, to hire Nicole Blondheim as a part time special education paraprofessional.

*Vote Results*

---

<b>Yea:</b>	5	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Christy Seidel, Mary Whitman
<b>Nay:</b>	0	
<b>Abstain:</b>	0	
<b>Not Cast:</b>	0	

**b. Basketball Coaches**

**Minutes**

Motion made by Redenbaugh, seconded by Seidel, to hire Wade Wentland and Jeff Kinnally as boys basketball coaches and Stacy Kovac as girls basketball coaches.

*Vote Results*

---

<b>Yea:</b>	5	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Christy Seidel, Mary Whitman
<b>Nay:</b>	0	
<b>Abstain:</b>	0	
<b>Not Cast:</b>	0	

**8. Out of State Professional Development Request**

**Minutes**

Motion made by Redenbaugh, seconded by Christgau, to approve Kelly Christianson's request to attend a conference in Minneapolis, MN.

**9. 66.03 Agreement with Northland Pines**

**Minutes**

Motion made by Redenbaugh, seconded by Petrie, to approve the 66.03 agreement with Northland Pines for 3 students to attend the Connect Learning Center.

*Vote Results*

---

<b>Yea:</b>	5	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Christy Seidel, Mary Whitman
<b>Nay:</b>	0	
<b>Abstain:</b>	0	
<b>Not Cast:</b>	0	

**10. Safe Route to School Endorsement**

**Minutes**

Motion made by Seidel, seconded by Christgau to approve the Safe Route to School endorsement.

*Vote Results*

---

<b>Yea:</b>	5	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Christy Seidel, Mary Whitman
<b>Nay:</b>	0	

**Abstain:** 0

**Not Cast:** 0

## 11. Camp Manitowish Field Trip Request

### Minutes

Motion made by Petrie, seconded by Redenbaugh, to approve the 7th grade overnight leadership field trip at Camp Manitowish.

### Vote Results

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<b>Yea:</b> 4	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Mary Whitman
<b>Nay:</b> 1	Christy Seidel
<b>Abstain:</b> 0	
<b>Not Cast:</b> 0	

## 12. Supervisor Reports

### Minutes

No action or discussion.

## 13. Financial Report

### Minutes

Kolzow is still finishing year end processes and the audit. The Star School has provided some reporting challenges and she's working with the high school to straighten it out. There will need to be some planning meetings to prepare for next year. The first payroll is complete.

## 14. Superintendent Report

### Minutes

There was a 5 team 8th grade volleyball tournament took place on Sept 14.

#### a. Enrollment

##### Minutes

Enrollment should remain stable compared to last year, around 615 students.

#### b. WASB Fall Meeting

##### Minutes

Oct 17th is the WASB Fall Regional Meeting. Redenbaugh & Whitman will be recognized for years of attending WASB events.

#### c. Brooke Johnson Math Grant

##### Minutes

Johnson was awarded a \$4,000 math grant to use for her professional development.

## 15. Pupil Services Director Report

#### a. Forward Exam

##### Minutes

Forward exam reports went public last week. We were down a little from the prior year. We are still above the state average in every subject except math. She will do

some research to try to discover the reasons why.

**b. Open House & Registration Day**

**Minutes**

Open House & Registration Day will take place on the same day next year, August 27, prior to the beginning of school. We are working on having 4 photographers here that day. Classrooms will be open for families to visit.

**16. Assistant Principal Report**

**a. School Expectations**

**Minutes**

Reviewed school expectations for 4-8 grades on the first day of school. We now have after school detentions this year.

**b. All School Assembly**

**Minutes**

Will plan to split the school assembly next year. 4k to 8th grade is too large of an age difference.

**17. Approval of Vouchers**

**Minutes**

Motion made by Seidel, seconded by Christgau, to approve vouchers as follows: August 2019 checks numbered 68017 through 68116 and the monthly wire transfers for a total amount of \$498,250.41 and the August 2019 receipts in the amount of \$2,005,473.75.

*Vote Results*

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<b>Yea:</b> 5	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Christy Seidel, Mary Whitman
<b>Nay:</b> 0	
<b>Abstain:</b> 0	
<b>Not Cast:</b> 0	

**18. Adjournment**

**Minutes**

Motion made by Seidel, seconded by Christgau, to adjourn at 6:11 pm.

*Vote Results*

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<b>Yea:</b> 5	Joan Christgau, Tracy Petrie, Lynn Redenbaugh, Christy Seidel, Mary Whitman
<b>Nay:</b> 0	
<b>Abstain:</b> 0	
<b>Not Cast:</b> 0	

**ATTACHMENT D:  
Bicycle Parking Guidelines**

**From: Association of Pedestrian and Bicycle Professionals (APBP)**  
*One page summary sheet.*

# Bicycle Parking Guidelines

A summary of recommendations from the Association of Pedestrian and Bicycle Professionals

## Bicycle Parking Design

- Required spaces shall be at least 2 feet by 6 feet.
- An access aisle of at least 5 feet shall be provided in each facility.
- Racks shall be situated to allow a minimum of 2 feet between adjacent bike parking stalls.
- Spaces shall have a vertical clearance of at least 80 inches.

## Bicycle Rack Design

Structures that require a user-supplied locking device:

- must accommodate U-shaped locking devices;
- support the bike frame at two points;
- be securely anchored to the ground or the building structure; and
- be designed and maintained to be mud and dust free.

## Bicycle Rack Location

- Racks should be located in a clearly designated safe and convenient location.
- Racks should be designed and located to be harmonious with the surrounding environment.
- Racks should be at least as convenient as the majority of auto parking spaces provided.

To learn more about bicycle parking guidelines, visit the Association of Pedestrian and Bicycle Professionals at: [www.apbp.org](http://www.apbp.org).

## *These bicycle racks do NOT meet the design guidelines:*

Grid or Fence Style Racks



Wave or Ribbon Style Racks



## *These bicycle racks DO meet the design guidelines:*

Inverted-U Style Racks



Angled Wave Style Racks



Freestanding Style Racks



The above images are examples only. NCWRPC does not endorse any particular bicycle rack manufacturers.

If you have questions about whether a particular bicycle parking rack you are considering using meets these requirements, please contact NCWRPC planner **Fred Heider**, AICP at [fheider@ncwrpc.org](mailto:fheider@ncwrpc.org).